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ABSTRACT

The collection of five monographs focuses on the idea of reciprocity as expressed through an informal "contract" between the individual and the organization, and examines specifically that portion of the contract that involves the individual leader, his superior, and his subordinates. The basic idea is that the individual leader at any level expects certain behavior from his superior, his subordinates, and himself. Also, both his superior and his subordinates expect certain behavior from him. It appears that only when these expectations are known and met can true leadership take place. These monographs attempt to define the appropriate terms of the informal contract and the extent to which they are recognized and fulfilled throughout the Army. Attention is focused on four basic leadership modules: Junior NCO leadership; Senior NCO leadership; Company Grade Officer leadership; and Field Grade Officer leadership. Data on the modules are structured so as to reflect racial characteristics and attitudes in the first two monographs: "Demographic Characteristics of U. S. Army Leaders" and "Satisfaction with U. S. Army Leadership." The remaining monographs examine the informal contract in terms of specific behaviors for Junior NCO leadership, Senior NCO leadership, and Company Grade Officer leadership. An appendix lists 43 leadership behaviors. (Author/PR)

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LEADERSHIP MONOGRAPH SERIES

ED110720

CONSOLIDATED
ARMY WAR COLLEGE
LEADERSHIP MONOGRAPH
SERIES 1 - 5

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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JANUARY 1975

LEADERSHIP FOR THE 1970s

U.S. ARMY ADMINISTRATION CENTER

STUDIES OF LEADERSHIP FOR THE PROFESSIONAL SOLDIER

CE004517

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DEPARTMENT OF THE ARMY
U.S. ARMY ADMINISTRATION CENTER
OFFICE OF THE COMMANDING GENERAL
FORT BENJAMIN HARRISON, INDIANA 46216

LEADERSHIP MONOGRAPH SERIES

INTRODUCTION

The Army War College's Leadership Monograph Series, which grew out of the Leadership for the 1970's Study is presented in consolidated form. On 1 September 1974 the ADMINCEN, the Army's proponent for leadership doctrine, assumed responsibility for this series. Present plans call for the continuation of this series on a quarterly basis.

The Leadership Monograph Series is dedicated to keeping Army leaders informed on a broad range of pertinent techniques of leadership and management. The series will also focus on the officer corps and seek to highlight the corps' real fiber as well as express its fundamental value system. Emphasis will be placed on the individual's responsibilities and obligations to the nation, the corps and to the individual soldiers he is priviledged to command.

Monographs one through five have been reprinted even though the data is five years old because they provide a valid and comprehensive view of leadership perceptions which is an important point of departure for the continuation of the series. Current plans call for updating the data base on a periodic basis.

Your comments, criticisms and contributions which would be beneficial in improving this publication as well as identifying future topics for consideration are welcome. Correspondence should be addressed to this Headquarters, ATTN: ATCP-HR-M.

EUGENE P. FORRESTER
Major General, USA
Commanding

4

DEPARTMENT OF THE ARMY
US ARMY WAR COLLEGE
CARLISLE BARRACKS, PENNSYLVANIA 17013

IN REPLY REFER TO:

October 1973

US ARMY WAR COLLEGE LEADERSHIP MONOGRAPH SERIES

PREFACE

In 1971, a study on "Leadership for the 1970's" was conducted by the US Army War College at the direction of the Chief of Staff. Shortly thereafter, teams from the CONARC Leadership Board visited Army posts, camps, and stations throughout the world, discussing professionalism and leadership, and gathering data which represents the views of leaders at all grade levels on the subject of leadership.

The information collected by the CONARC leadership teams constitutes the largest data base on Army leadership ever assembled. The US Army War College, with assistance from the Office of the Deputy Chief of Staff for Personnel, has undertaken the task of analyzing this massive data base.

The results of these analyses, and related material, will be published as a continuing series of monographs over the next several years. It is our hope that these monographs will be of practical value to those charged with the responsibility for policies and programs of leadership development.

It should be noted that the views expressed in the monographs are those of the authors and not necessarily those of the Department of Defense, the Department of the Army, or the US Army War College.

Franklin M. Davis, Jr.

FRANKLIN M. DAVIS, JR.
Major General, USA
Commandant

The USAWC Basic Study.

In January of 1971 the Chief of Staff of the Army directed the US Army War College to undertake a study of Army leadership. The major findings were presented to him on 3 June, and to the Secretary of the Army and the Army Policy Council on 16 June. (A comprehensive description of the study was published in Leadership for the 1970's: USAWC Study of Leadership for the Professional Soldier, 20 October 1971.)

As the potential utility of the study became apparent, close liaison was established with the CONARC Leadership Board, organized at Fort Bragg in May 1971.

CONARC Leadership Board.

The CONARC Leadership Board, organized at the direction of the Chief of Staff of the Army, and headed by then Brigadier General Henry C. Emerson, incorporated the methodology and findings of the AWC study into its world-wide seminar program. This program sent carefully trained leadership seminar teams to all Army installations (other than Vietnam) which had a population of 5000 or more. As part of this program, leadership data were collected from 30,735 Army personnel. These data form the largest information base on leadership ever collected.

World-wide Sample.

Even a sample size much smaller than 30,000 would have far surpassed the number of respondents needed to provide valid representation of various aspects of overall Army leadership. However, the great value of such a massive data base becomes apparent when it permits focusing on specific sub-groups within the Army. For example, we can study the leadership ideas of Artillery majors, or non-white Infantry captains, or subordinates of non-white majors, and have confidence in the statistical indicators resulting from the analysis.

Use to Date.

The data from the world-wide survey were summarized for each major command, and the findings were provided directly to the major commanders. Many commanders found the data from their command of considerable value. For example, the 82nd Airborne Division has used this information as the basis for a comprehensive, continuing program of leadership training and action. The US Military Academy has included the original study as an integral part of their leadership instruction, and the US Army Infantry School has incorporated both methodology and substantive findings in portions of its curriculum. Selected Command Sergeants Major, assembled at Fort Bliss in 1972 to help construct the new curriculum for the Sergeants Major Academy, made extensive use of the findings in designing leadership instruction for potential Sergeants Major.

Data Base Potential.

While both the War College initial study and certain portions of the world-wide data collection effort already have been put to practical use, the unique and potentially rich resource represented by the nearly 30,000 responses has not been tapped as an entity to disclose trends and characteristics of sub-groups such as those previously mentioned. The current Army War College Leadership Monograph Series is the first effort to analyze this wide data base in depth and to report on pertinent findings.

Leadership in Perspective.

These Leadership Monographs are designed to provide practical information to school faculty members, individual officers, and students of leadership concepts and methods. The ultimate objective of the monographs is to contribute to the combat effectiveness of the Army by continued improvement of individual leadership and the leadership climate in which operations and training take place. It is recognized throughout this discussion that leadership remains an inexact, personality-oriented, situationally-dependent function, and that leadership is but one of the key elements which determine organizational effectiveness. But in this era of rapid change, both within the US Army and throughout other people-oriented institutions in American society, insight into the various aspects of leadership seems to be particularly relevant to the many problems at hand. For Army officers, commissioned or non-commissioned, leadership is our profession and demands continued study and development.

Theoretical Concept of the Original Study.

The original Army War College study, Leadership for the 1970's, focused on the idea of reciprocity as expressed through the concept of an informal contract which exists between the individual and the organization. This monograph series retains the same focus. However, the application of the concept of informal contract has been sharpened in each case to pinpoint that portion of the "contract" that involves the individual leader, his superior, and his subordinates. The basic idea is that the individual leader at any level in the organization expects certain behavior from his superior, from his subordinates, and from himself. Also, both his superior and his subordinates expect certain behavior from him. It appears that only when these expectations--the "terms" of the informal contract--are known and met that true leadership can take place.

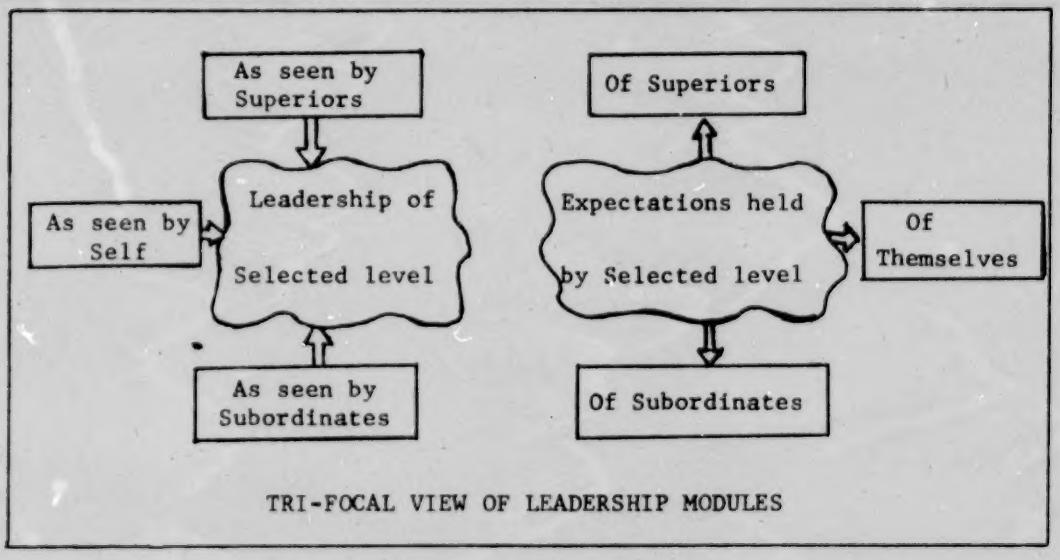
The degree to which the informal contract is fulfilled both upward and downward throughout the hierarchy of the organization determines in great part the total leadership climate of the organization. If only the expectations of superiors are recognized as important, the result is high potential for organizational tyranny in which only raw power, and command through fear and punishment can be used. At the other extreme,

when only the expectations of subordinates are recognized, there is high potential for unproductive permissiveness, confusion, and unbounded disorganization. Obviously, neither of these two extremes will allow an effective, disciplined, volunteer Army to exist. Thus the central theme of the original study and this monograph is:

> THE LEADERSHIP MOST APPROPRIATE FOR THE 1970'S IS THAT WHICH PRODUCES A TOTAL LEADERSHIP CLIMATE CHARACTERIZED BY RECOGNITION AND FULFILLMENT OF THE INFORMAL CONTRACT IN ORDER TO INSURE MISSION ACCOMPLISHMENT OVER THE LONG TERM.

Basic Methodology.

This monograph series will attempt to define the appropriate terms of the informal contract, and the extent to which they were being recognized and fulfilled throughout the Army. In order to do this, attention will be focused on what appear to be four basic leadership "modules" within the Army. These modules are: Junior NCO leadership (E4-E6); Senior NCO leadership (E7-E9); Company Grade Officer leadership (01-03); and Field Grade Officer leadership (04-06). A trifocal view of each module will be used in each of two ways as diagrammed below:



TRI-FOCAL VIEW OF LEADERSHIP MODULES

Data for this tri-focal view of leadership were obtained by asking about one-third of the 30,735 respondents to complete a written questionnaire describing the leadership of their immediate superior; another third to complete the questionnaire, describing the leadership of one of their immediate subordinates; and the final third to complete the questionnaire, describing their own leadership.

In addition to various demographic items and a measure of satisfaction with the overall performance of the individual described, the questionnaire used in the study included a list of 43 specific items of behavior which Army leaders commonly demonstrate.[1] For each behavior, three questions were asked: "How often does he?" "How often should he?" and "How important was this to you?" The first question is a measure of perceived actual performance; the second a statement of expectations, and the third an indicator or weighting factor of the criticality of the behavior as perceived by the respondent.

About half of the 43 behaviors were derived fairly directly from the pioneering leadership research conducted over the years at Ohio State University under an Office of Naval Research Program. The other items were derived from various pre-tested sources and were included in order to tailor the list to conform as closely as possible to the particular demands of current Army leadership.

Content of the Monograph Series.

The basic objective of the series is to exploit the utilitarian potential of an extraordinary data base by providing insight regarding leadership information pertaining to specific groupings of Army leaders. In order to present useable information in convenient format at the earliest practicable time, each of the monographs will address a particular level or aspect of leadership. Such variables as length of service, grade, race, branch, and education will be addressed from the tri-focal perspective previously described. Additionally, the monograph series may include related information derived from other studies related to contemporary Army leadership. In all cases the criteria for monograph subject matter will be its relevance to current problems and opportunities in the realm of practical leadership in today's Army.

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[1]The behaviors used in the questionnaire are listed on the inside back cover.

US ARMY WAR COLLEGE

LEADERSHIP MONOGRAPH SERIES

Monograph # 1

DEMOGRAPHIC CHARACTERISTICS OF US ARMY LEADERS

by

Donald D. Penner

Dandridge M. Malone

Thomas M. Coughlin

Joseph A. Herz

June 1973

MONOGRAPH # 1: DEMOGRAPHIC CHARACTERISTICS OF US ARMY LEADERS

PURPOSE

The purpose of this first US Army War College Leadership Monograph is to lay a foundation. For the student of leadership, whether he is new or experienced, this monograph does not suggest what to do. It is a reconnaissance of the people who comprise most of the Army's leadership structure--and therein lies its practical, useable value. The monograph will answer questions such as the following:

1. What are the grade distributions for the superiors of Junior NCOs, Senior NCOs, Company Grade Officers, and Field Grade Officers in the sample?

2. What are the grade distributions for subordinates of Junior NCOs, Senior NCOs, Company Grade Officers, and Field Grade Officers in the sample?

3. From what area of the country do most of the Army's Junior NCOs, Senior NCOs, Company Grade Officers, and/or Field Grade Officers come?

4. What percentage of white and non-white Company Grade and Field Grade Officers entered the Army as enlisted men?

5. What are the main demographic differences between white and non-white leaders at any given level of leadership?

METHOD AND DATA

As mentioned in the series introduction, most of the subsequent monographs will focus on various aspects of one or more of four basic leadership modules--Junior NCO leadership, Senior NCO leadership, Company Grade Officer leadership, and Field Grade Officer leadership. Each module contains three groups intimately involved with the leadership level of the module. These are: (1) the leaders at that level themselves; (2) superiors of leaders at that level; and (3) subordinates of leaders at that level.

This initial monograph provides the demographic characteristics of each of these three groups for each module. In addition, each group is further broken out by race. For this presentation the racial variable has been simplified to look at only whites and non-whites. This breakdown

has resulted in 24 separate categories or groups of individuals. Figure 1 presents these categories and the number of individuals in each. Figure 2 provides a "thumbnail sketch" of the average individual in each category.

For each category, circle charts have been used (Figures 3 - 6) to indicate the percentage distribution of seven demographic characteristics within that category. These characteristics are age, grade, length of service, education, method of entry into the Army, geographic area of origin, and type of community environment prior to entering the Army.

In general, the charts speak for themselves. In combination, the charts describe with considerable precision the demographic characteristics of Army leaders. When you study the charts and make your own analyses, you can begin to see some interesting and useable facts and relationships. In the findings section, comment will be made on some of the more significant comparisons.

There are numerous ways of analyzing the data in the circle charts. We could study the data in terms of percentages, mean values, difference scores, or correlations. Using all available means would provide the most complete understanding of the content. Such an analysis, however, would be unduly complex. Contradiction could arise which would be a function not of the meaning of the data, but rather of the purpose and method of analysis chosen.

A percentage analysis has certain limitations, well known to the statistician. Nevertheless, a percentage analysis will make the data more useful to a greater number of people. The figures and the findings, therefore, are built around the percentage--in the belief that this method of analysis has greatest utility in providing a reconnaissance of the characteristics of those who comprise the Army's leadership structure.

NUMBER OF INDIVIDUALS IN EACH CATEGORY

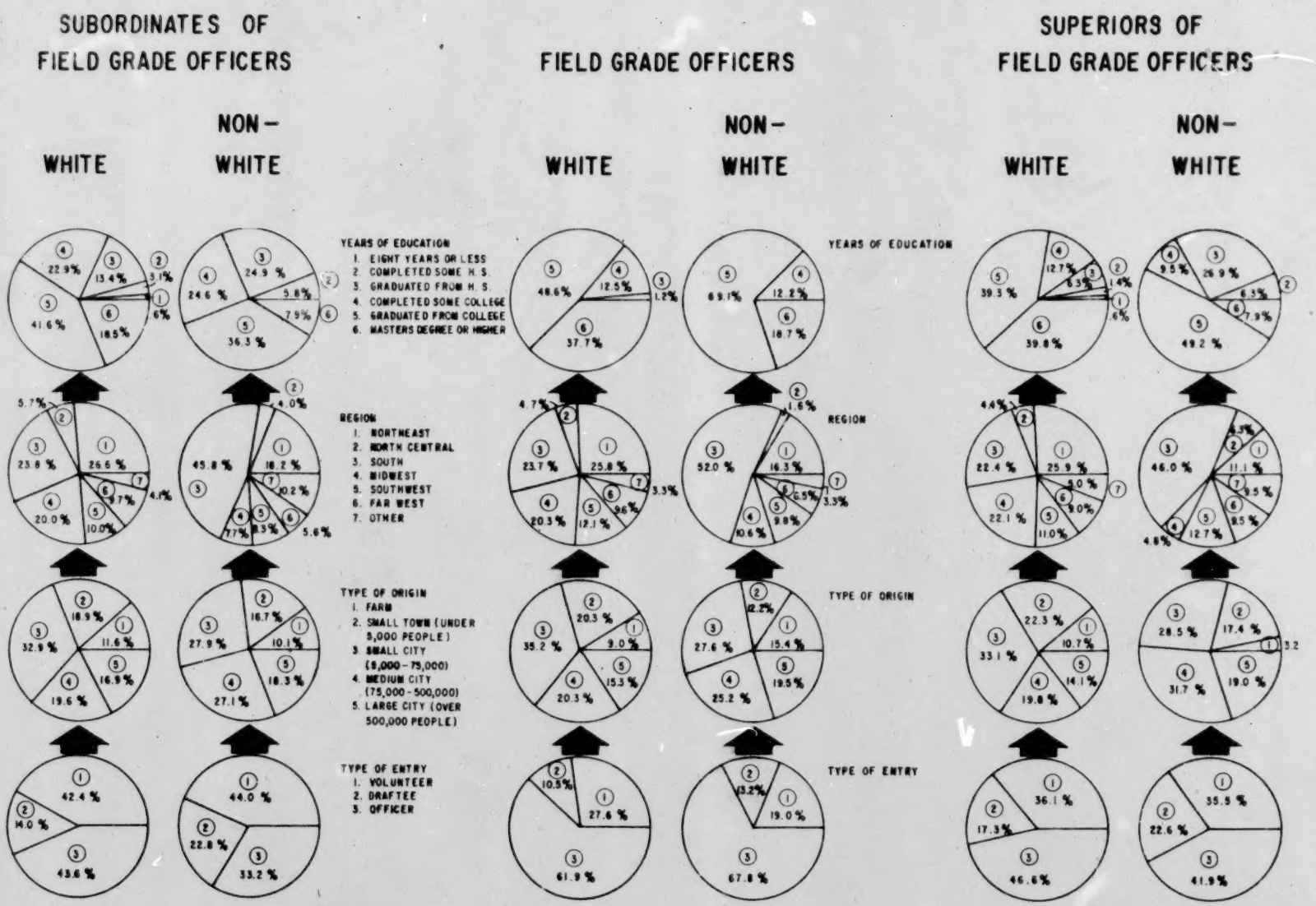
LEADERSHIP MODULE	POSITION	RACE	NUMBER OF INDIVIDUALS IN EACH CLASS		
JR. NCO	Superiors	White	3,223	3,922	8,392
		Non-white	699		
	Jr. NCOs	White	2,398	3,106	
		Non-white	708		
	Subordinates	White	1,106	1,364	
		Non-white	258		
SR. NCO	Superiors	White	1,800	1,995	6,996
		Non-white	195		
	Sr. NCOs	White	1,995	2,506	
		Non-white	511		
	Subordinates	White	1,941	2,495	
		Non-white	554		
COMPANY GRADE OFFICER	Superiors	White	1,122	1,201	6,036
		Non-white	79		
	Co Gd Ofcr	White	2,245	2,373	
		Non-white	128		
	Subordinates	White	2,031	2,462	
		Non-white	431		
FIELD GRADE OFFICER	Superiors	White	642	665	6,817
		Non-white	23		
	Fld Gd Ofcr	White	1,871	1,993	
		Non-white	122		
	Subordinates	White	3,788	4,159	
		Non-white	371		

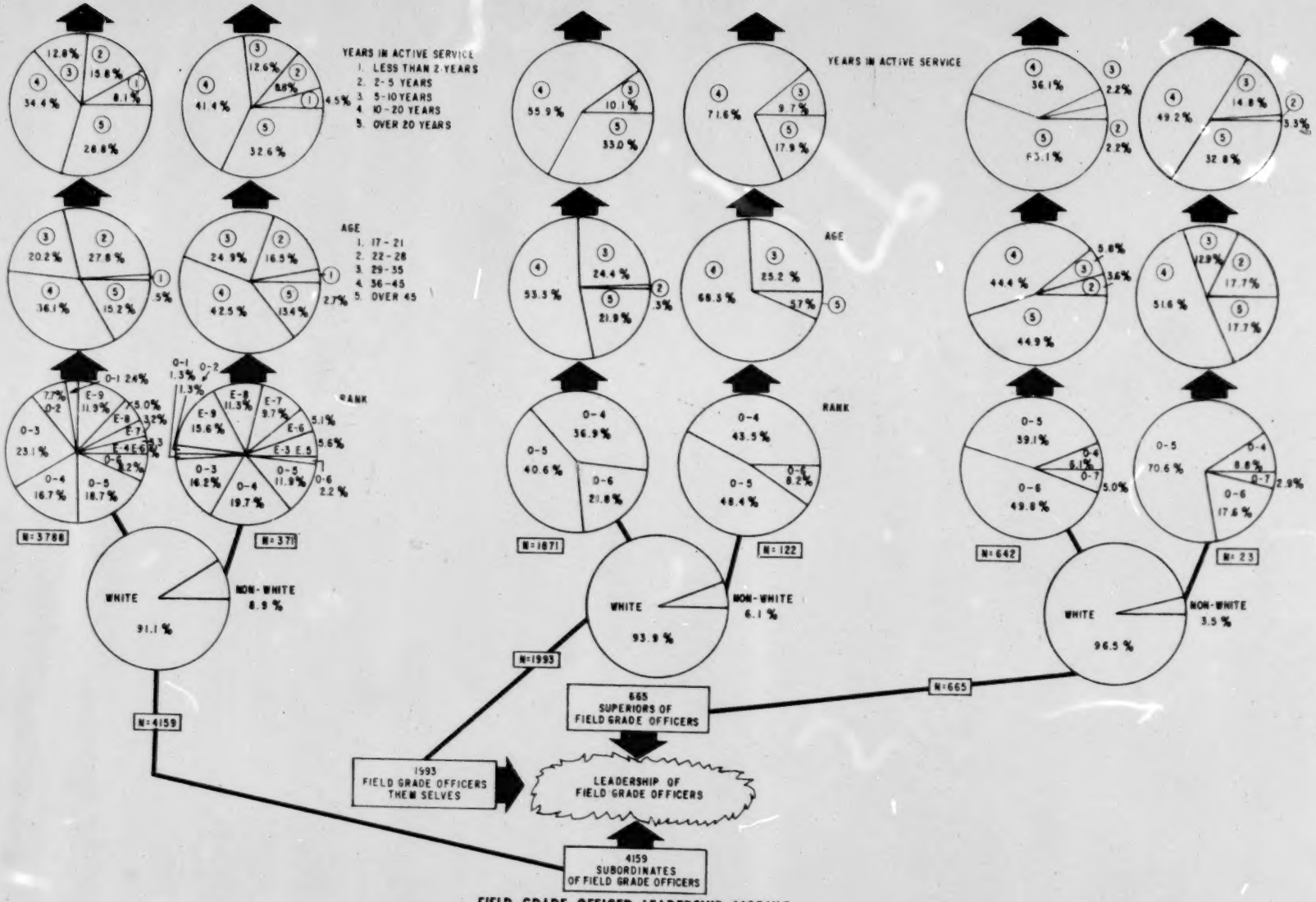
Figure 1

THUMBNAIL SKETCHES OF THE "AVERAGE" INDIVIDUAL IN EACH CATEGORY

	Grade	Age	Years of Service	Entered as	Entered from	Area	Education
Wh Sup of Jr. NCO	E7	29-35	10-20	Vol	Sm City	S-MW	Some Col.
Non-Wh Sup of Jr. NCO	E6-7	29-35	10-20	Vol	Sm City	S	H.S. Dip.
Wh Jr. NCO	E5	22-28	5+	Vol	Sm City	S-NE-MW	H.S. Dip.
Non-Wh Jr. NCO	E6	22-28	5-10	Vol	Md City	S	H.S. Dip.
Wh Sub of Jr. NCO	E4-5	22-28	2- 5	Vol	Sm Town	NE-S-MW	H.S. Dip.
Non-Wh Sub of Jr. NCO	E5	22-28	2- 5	Vol	Md City	S	H.S. Dip.
Wh Sup of Sr. NCO	E8-03	29-45	10+	Vol	Sm City	S-MW-NE	Some Col.
Non-Wh Sup of Sr. NCO	E8-9	29-45	10-20	Vol	Sm City	S	H.S. Dip.
Wh Sr. NCO	E8	36-45	10+	Vol	Sm Town	S-MW	H.S. Dip.
Non-Wh Sr. NCO	E7	36-45	10-20	Vol	Sm City	S	H.S. Dip.
Wh Sub of Sr. NCO	E5-6	22-28	5-10	Vol	Sm City	S-NE-MW	H.S. Dip.
Non-Wh Sub of Sr. NCO	E6	29-35	10-20	Vol	Sm City	S	H.S. Dip.
Wh Sup of Co Gr Of	04	29-45	10-20	Off	Sm City	NE-S-MW	Col. Deg.
Non-Wh Sup of Co Gr Of	04	29-45	10-20	Vol (OCS)	Sm City	S	Some Col.
Wh Co Gr Of	02-03	22-28	2- 5	Off	Sm-Md Cy	NE-S-MW	Col. Deg.
Non-Wh Co Gr Of	02-03	22-28	1- 5	Off	Sm-Md Cy	S-NE	Col. Deg.
Wh Sub of Co Gr Of	E8-9-01	22-28	2-10	Vol	Sm City	S-NE	Some Col.
Non-Wh Sub of Co Gr Of	E7	29-45	10-20	Vol	Sm City	S	H.S. Dip.
Wh Sup of Fd Gr Of	06	36 over	20+	Off	Sm City	NE-S-MW	Col. Deg.
Non-Wh Sup of Fd Gr Of	05	36-45	10-20	Off	Md City	S	Col. Deg.
Wh Fd Gr Of	05	36-45	10-20	Off	Sm City	NE-S-MW	Col. Deg.
Non-Wh Fd Gr Of	05	36-45	10-20	Off	Sm City	S	Col. Deg.
Wh Sub of Fd Gr Of	03	36-45	10-20	Off	Sm City	S-NE-MW	Col. Deg.
Non-Wh Sub of Fd Gr Of	01-03	36-45	10-20	Vol (OCS)	Sm City	S	Some Col.

Figure 2


SUBORDINATES OF FIELD GRADE OFFICERS
FIELD GRADE OFFICERS
SUPERIORS OF FIELD GRADE OFFICERS
WHITE
NON-WHITE
WHITE
NON-WHITE
WHITE
NON-WHITE
YEARS OF EDUCATION
1. EIGHT YEARS OR LESS
2. COMPLETED SOME H. S.
3. GRADUATED FROM H. S.
4. COMPLETED SOME COLLEGE
5. GRADUATED FROM COLLEGE
6. MASTERS DEGREE OR HIGHER
REGION
1. NORTHEAST
2. NORTH CENTRAL
3. SOUTH
4. MIDWEST
5. SOUTHWEST
6. FAR WEST
7. OTHER
TYPE OF ORIGIN
1. FARM
2. SMALL TOWN (UNDER 5,000 PEOPLE)
3. SMALL CITY (5,000 - 75,000)
4. MEDIUM CITY (75,000 - 500,000)
5. LARGE CITY (OVER 500,000 PEOPLE)
TYPE OF ENTRY
1. VOLUNTEER
2. DRAFTEE
3. OFFICER
YEARS OF EDUCATION
REGION
TYPE OF ORIGIN
TYPE OF ENTRY



FIELD GRADE OFFICER LEADERSHIP MODULE

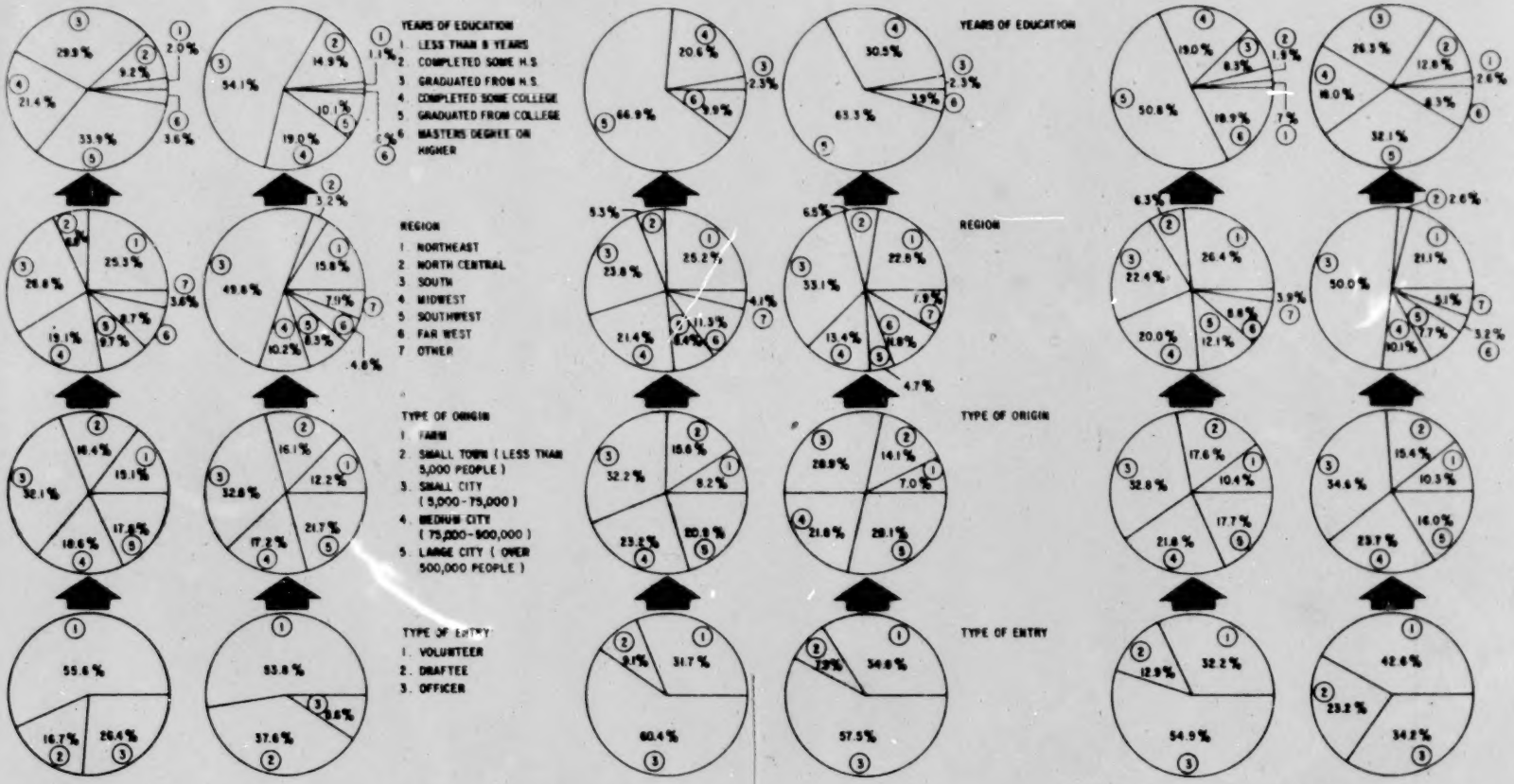
FIGURE 3

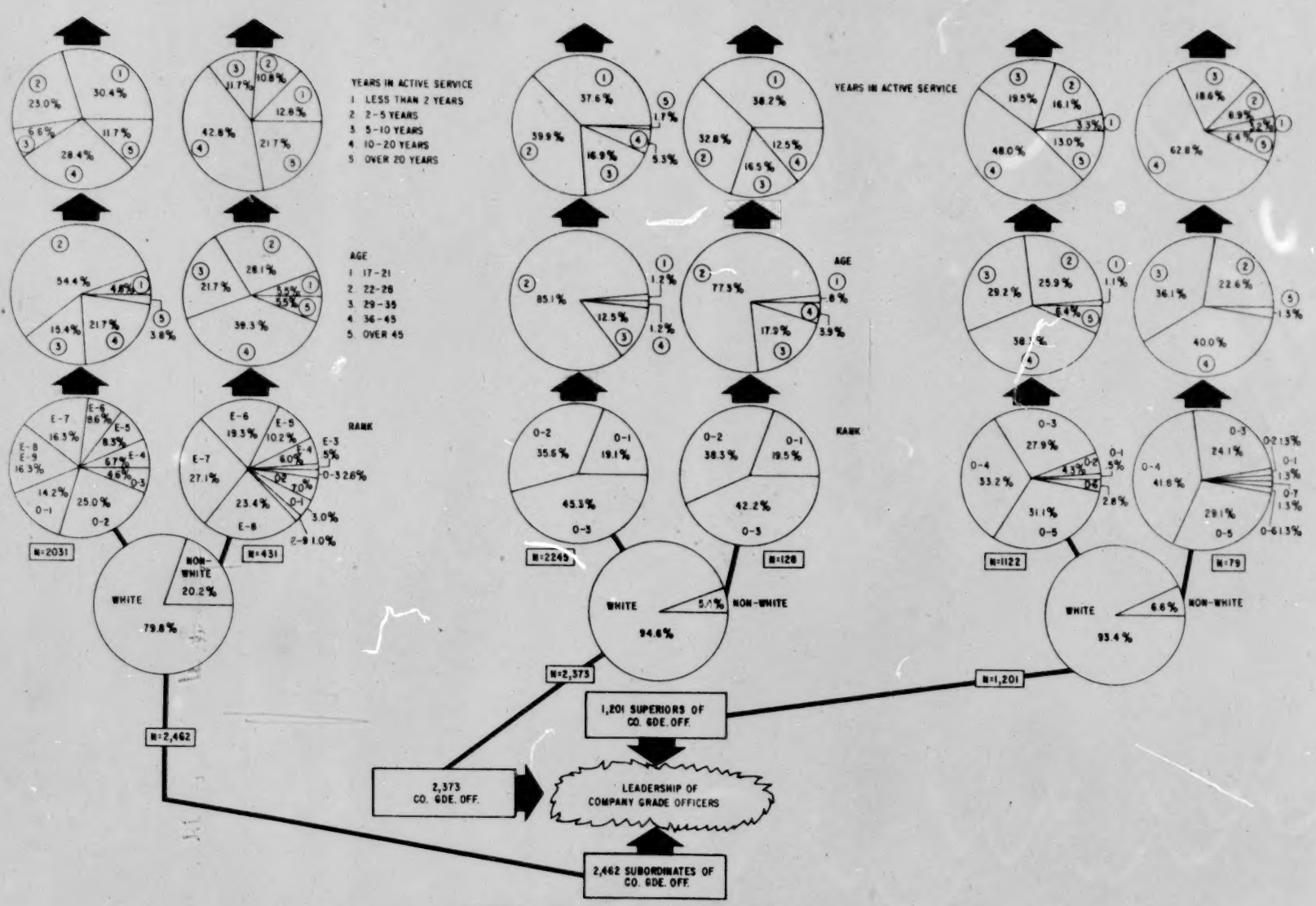
SUBORDINATES OF COMPANY GRADE OFFICERS

COMPANY GRADE OFFICERS

SUPERIORS OF COMPANY GRADE OFFICERS

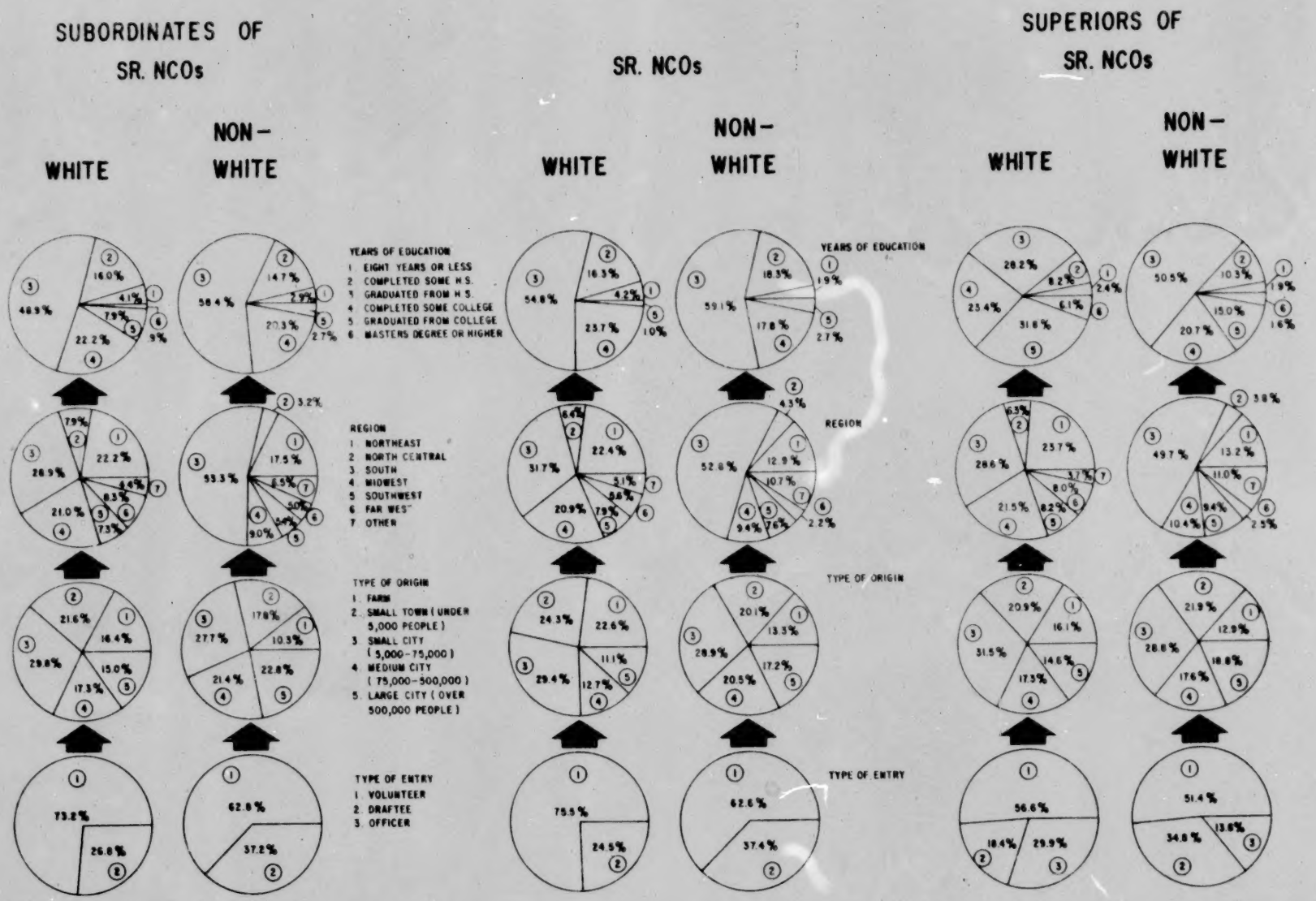
WHITE | NON-WHITE | WHITE | NON-WHITE | WHITE | NON-WHITE

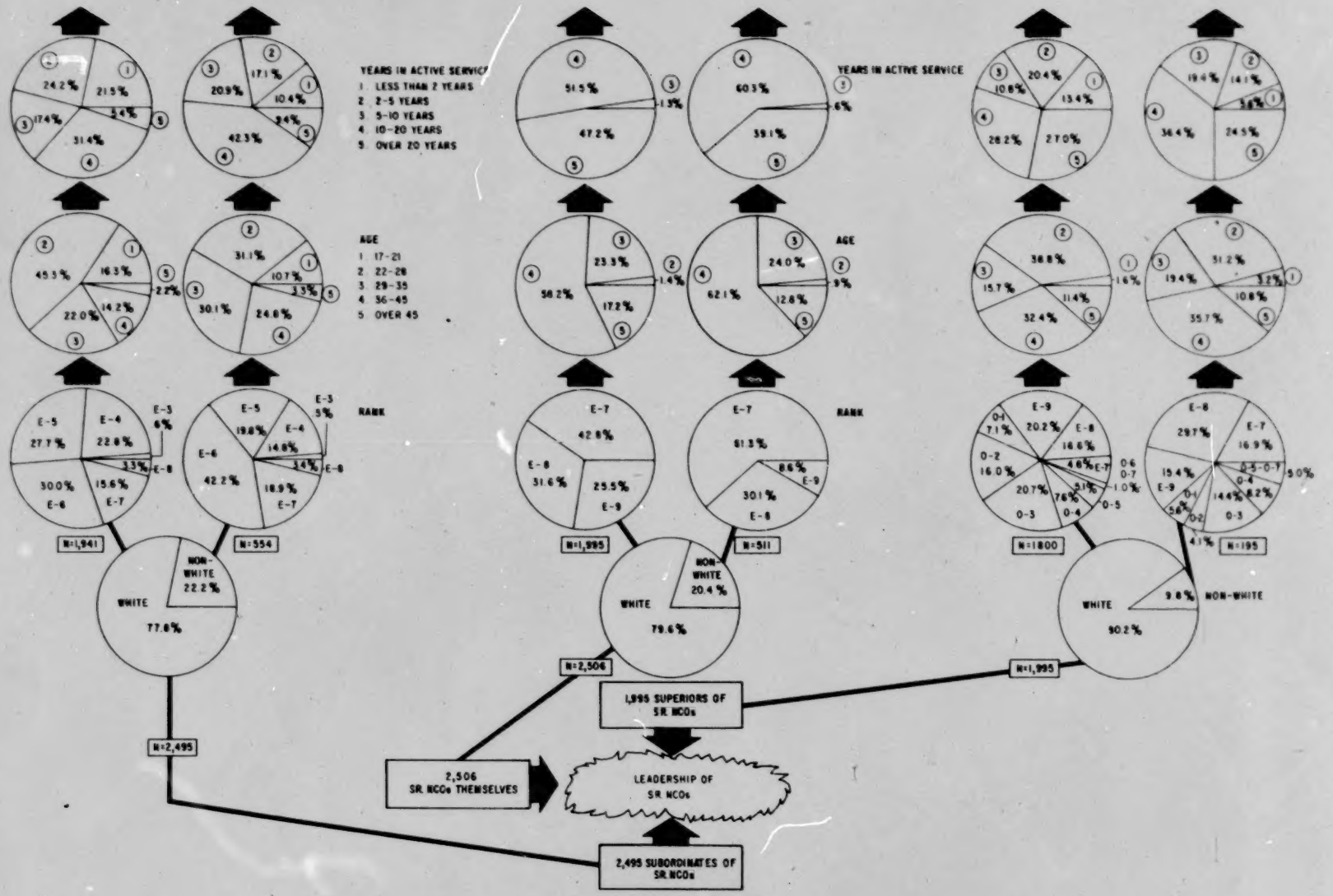




COMPANY GRADE OFFICER LEADERSHIP MODULE

FIGURE 4


SUBORDINATES OF SR. NCOs
WHITE
NON-WHITE
SR. NCOs
WHITE
NON-WHITE
SUPERIORS OF SR. NCOs
WHITE
NON-WHITE
YEARS OF EDUCATION
1 EIGHT YEARS OR LESS
2 COMPLETED SOME H.S.
3 GRADUATED FROM H.S.
4 COMPLETED SOME COLLEGE
5 GRADUATED FROM COLLEGE
6 MASTERS DEGREE OR HIGHER
REGION
1 NORTHEAST
2 NORTH CENTRAL
3 SOUTH
4 MIDWEST
5 SOUTHWEST
6 FAR WEST
7 OTHER
TYPE OF ORIGIN
1 FARM
2 SMALL TOWN (UNDER 5,000 PEOPLE)
3 SMALL CITY (5,000-75,000)
4 MEDIUM CITY (75,000-500,000)
5 LARGE CITY (OVER 500,000 PEOPLE)
TYPE OF ENTRY
1 VOLUNTEER
2 DRAFTEE
3 OFFICER

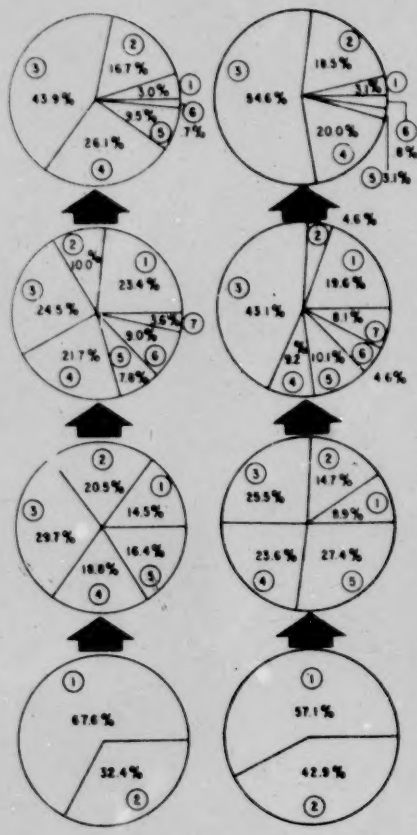


SR NCO'S LEADERSHIP MODULE
FIGURE 5

SUBORDINATES OF JR. NCOs

WHITE

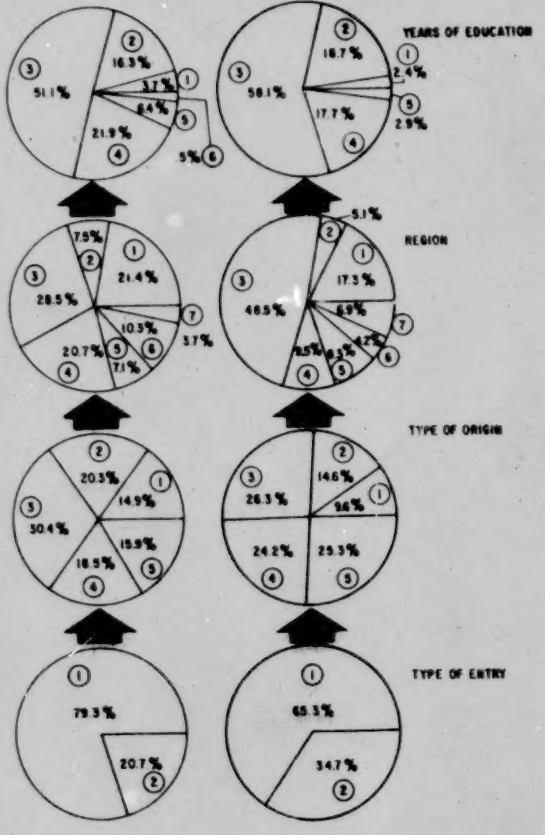
NON-WHITE



JR. NCOs

WHITE

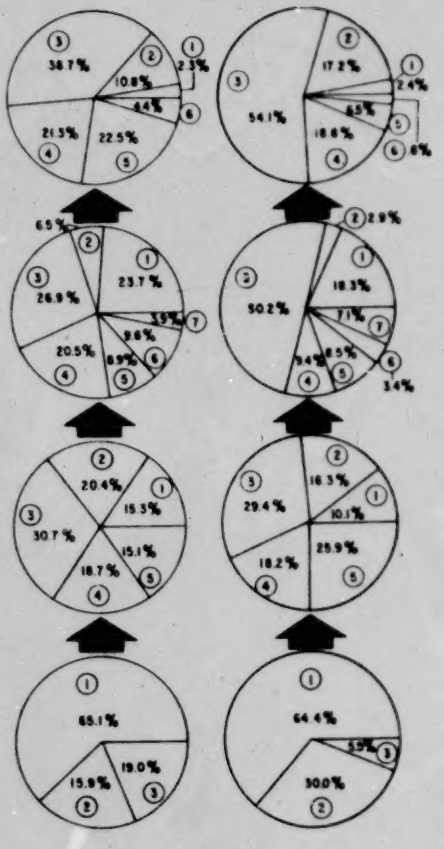
NON-WHITE

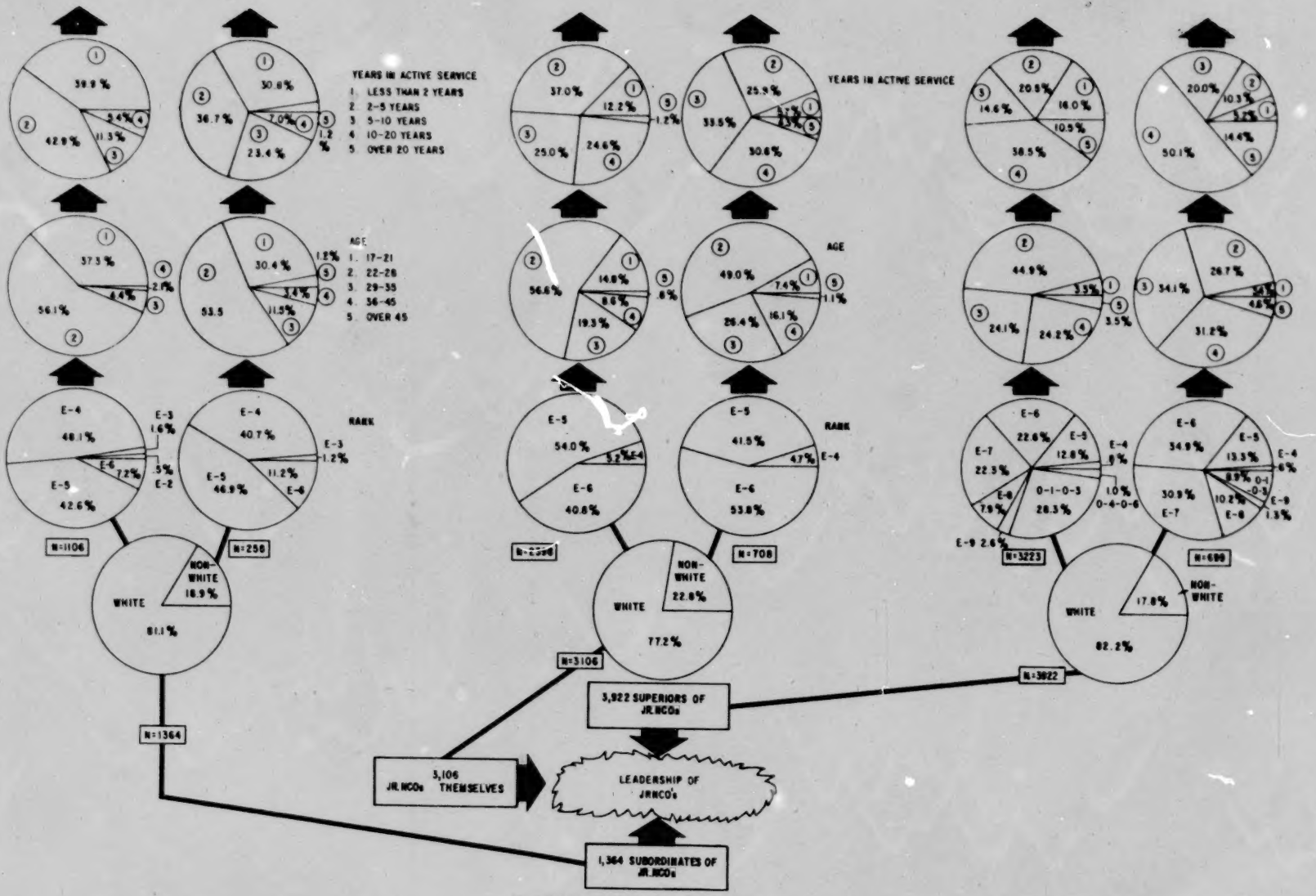


SUPERIORS OF JR. NCOs

WHITE

NON-WHITE





JR NCO'S LEADERSHIP MODULE

FIGURE 6

SUMMARY OF FINDINGS

In the introduction to this monograph five questions were listed which are illustrative of the kinds of questions which could be answered by the data presented in the paper. As a means for summarizing the general findings of this monograph, the answers to those five questions are presented below.

1 & 2. The grade distributions of superiors and subordinates within each of the leadership modules as well as the distributions for leaders who described themselves are presented directly in the circle charts of Figures 3 - 6.

3. White Army leaders in the four leadership modules are about evenly distributed in geographical area of origin between the South, Midwest, and Northeast with a total of only 20-25% coming from the rest of the United States. About half of all non-white leaders come from a single geographical area, the South. This is especially striking for Field Grade Officers and Senior NCOs. This finding may have implications for future recruiting efforts.

4. The level of enlisted experience among these leaders is higher than one might suppose. Forty-one percent of white and 43% of non-white Company Grade Officers entered the Army as enlisted men. Among Field Grade Officers, 38% of whites and 31% of non-whites had enlisted experience.

5. In viewing the demographic data, racial comparisons seem most prominent. One of the more striking findings is that for almost any level, a considerably higher proportion of non-whites than whites entered the Army as draftees rather than volunteers. This finding could indicate that retention efforts within the Army are relatively more effective when dealing with non-whites than when dealing with white draftees. In the area of education, non-whites seem to be considerably behind their white counterparts. For example, while about 38% of white Field Grade Officers have completed Masters' Degrees, only 19% of the non-white Field Grade Officers have done so. Among white Company Grade Officers, 77% have a college diploma; among the non-white, only 67%. Non-whites for any given grade level are older and have more years in service than their white counterparts. This finding, as well as the findings on level of education, are most apparent at the more senior levels--thus indicating that any discrepancy in opportunity between white and non-white officer personnel in the Army may be decreasing.

The above findings should not be taken as an exhaustive list of the questions which may be answered by the data presented in this monograph. They are rather only illustrative of the kinds of questions appropriate for analysis using these data.

LIMITATIONS

In collecting the data upon which this and subsequent monographs are based, no attempt was made to insure that sub-sample sizes would be proportional to the population groups which they represent. For example, the sample of Junior NCOs is larger than the sample of subordinates of Junior NCOs. However, within each sub-sample, the number of individuals included is large enough to insure a high degree of confidence that data reported concerning the sub-group are representative of similar leaders throughout the Army.

It should be noted also that these data were collected in 1971 and that the Army has changed in significant ways since then. Whether or not answers to the questionnaires today would be the same as the answers given in 1971 is a researchable question. Several efforts are currently underway or planned to answer this and other questions. These new data will be reported in subsequent monographs as they become available. A primary point to be made about the current data is that they form a base point for the study of Army leadership. They represent the largest sample of leadership ever collected in any organization. They are a point from which to measure change. Not change in principles, for the principles do not change, but rather change in application--in doing, developing, and constantly improving so as to provide the soldier with the leadership he deserves.

CONCLUSION

In this first US Army War College Leadership Monograph, an attempt has been made to provide the reader with some of the general characteristics of various groups who make up Army leadership. The authors have attempted to present the data in useable form and to hold their comment to a minimum.

US ARMY WAR COLLEGE

LEADERSHIP MONOGRAPH SERIES

Monograph # 2

SATISFACTION WITH US ARMY LEADERSHIP

by

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September 1973

MONOGRAPH # 2: SATISFACTION WITH US ARMY LEADERSHIP

The purpose of this monograph is to present data associated with the general level of satisfaction with the overall performance of Army leaders. As was done in Monograph # 1, 24 different groups of leaders will be investigated. Each of the four leadership modules (Field Grade Officer, Company Grade Officer, Senior NCO, and Junior NCO) is split into three categories on the basis of perspective (superior, self, and subordinate). These categories, in turn, are each split into two racial groups (white and non-white).

By computing simple percentage figures among these 24 groups, we can answer questions such as the following on overall satisfaction with Army leadership:

1. How satisfied are superiors at any given level with the overall performance of their subordinate leaders?

2. How satisfied are subordinates at any given level with the overall performance of their immediate superiors?

3. How satisfied are leaders with their own performance, and to what extent does this agree with the views of their immediate superiors and subordinates?

4. What is the relationship between race and satisfaction with leadership at any given level?

Another way of looking at the data is through correlational analyses. This method of analysis is designed to discover which of the 43 behaviors used in the study (see inside back cover of monograph) are most closely related to satisfaction with overall performance. Since the behaviors are things that a leader can actually do, the results of correlational analyses have considerable practical value.

Correlational analyses can be used to answer such questions as:

1. At each level of leadership and from each perspective, what leadership behaviors are most closely related to satisfaction with overall performance?

2. Are these behaviors the same or different for superiors and subordinates?

3. Are there differences between racial groups in the behaviors most closely associated with satisfaction with overall performance?

4. Are there some behaviors which are negatively related to satisfaction with overall performance (i.e., where higher frequency of the behavior yields lower satisfaction with overall performance)?

METHOD AND DATA

Figures 1 - 4 present a satisfaction percentage break-out for each of the six groups within each of the four leadership modules (Field Grade Officers, Company Grade Officers, Senior NCOs, and Junior NCOs). Each circle chart gives the response percentages of the individuals in the respective group who answered the question, "How do you personally feel about the overall performance of the individual you have used as a reference in this study?" In addition, under each circle chart is the average response of that group (measured on a 7-point satisfaction scale) and the number of individuals in the group.

Figures 5 - 8 present for each group the ten leadership behaviors (in rank order) most highly correlated with satisfaction with overall performance. Included also are the correlation coefficients used in the ranking procedure.

Correlation is a measure of the relationship between two variables--in this case, satisfaction with overall performance and each of the 43 leadership behaviors. The correlation coefficient can range from +1.00, through 0, to -1.00. A perfect positive correlation (+1.00) would indicate that if an individual in the group had a score of 7 for the behavior (i.e., did it "all the time"), he would also have a 7 for the overall performance question (i.e., totally pleased in all respects). If an individual had a 1 for the behavior (i.e., did it "none of the time"), he would have a 1 on the overall performance question (i.e., totally displeased in all respects). A perfect negative correlation (-1.00) would indicate exactly the opposite. That is, if an individual had a 7 on the behavior he would have a 1 on overall performance. A zero correlation indicates that there is no relationship between frequency of performing the behavior and satisfaction with overall performance.

In general, the larger the correlation between a behavior and satisfaction with overall performance (either positive or negative), the closer the relationship between the two. For example, if we find a correlation of .80 between the behavior "He is easy to understand" and satisfaction with overall performance, we know that most people who are seen as always easy to understand will most probably be seen as high in overall performance. By the same token, people who are seen as never or seldom easy to understand will be seen as low in overall performance.

Negative correlation indicates an inverse relationship. An example of a negative correlation might be between the behavior "He is selfish" and overall performance. Here a correlation of -.80 would indicate that individuals seen to be always selfish will be seen as low in overall performance, and those seen as never or seldom selfish will be seen as high in overall performance.

In practice, correlations as high as .80 are seldom found when dealing with large groups of individuals. In this study, correlations of .40 and higher are considered quite strong, and correlations between .20 and .40 are large enough for some meaningful generalization.

SATISFACTION WITH OVERALL PERFORMANCE OF FIELD GRADE OFFICERS

How do you personally feel about the overall performance of the INDIVIDUAL you have used as a reference in this study?

SCALE:

1. TOTALLY DISPLEASED IN ALL RESPECTS
2. HIGHLY DISAPPOINTED
3. SOMEWHAT DISAPPOINTED
4. LUKEWARM--NO STRONG FEELINGS
5. SOMEWHAT PLEASED
6. HIGHLY PLEASED
7. TOTALLY PLEASED IN ALL RESPECTS

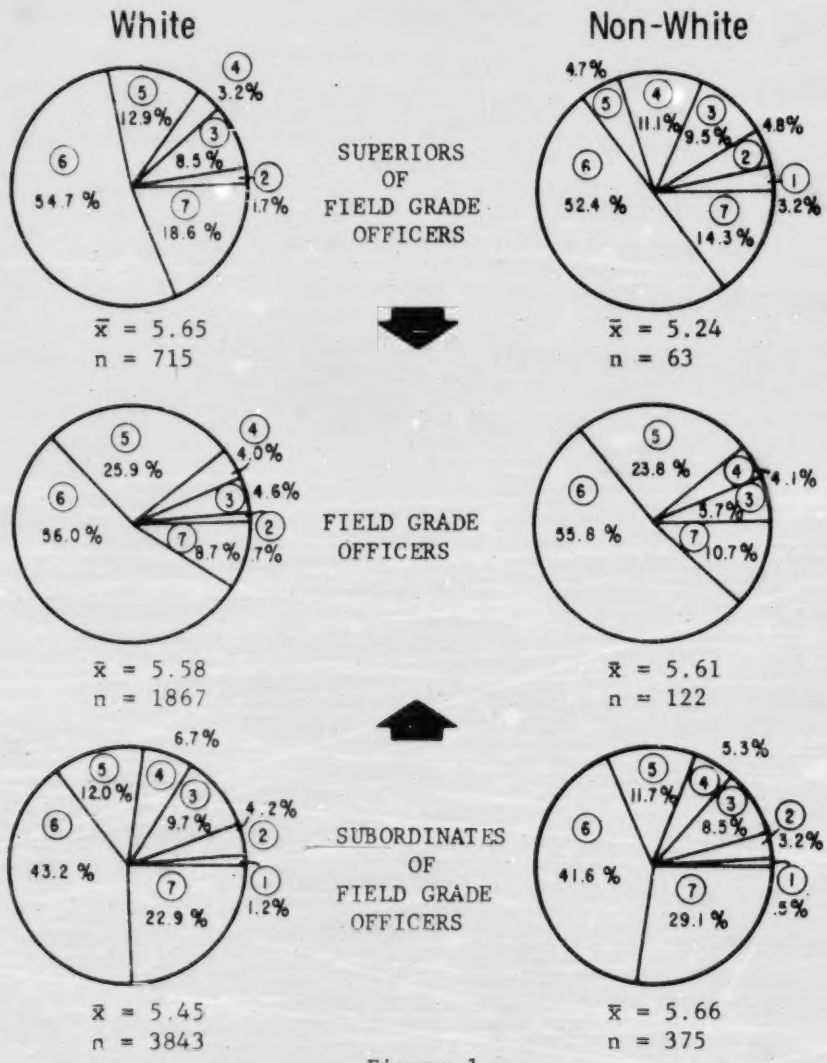


Figure 1

x̄ - Mean
n - Number of Respondents

SATISFACTION WITH OVERALL PERFORMANCE OF COMPANY GRADE OFFICERS

How do you personally feel about the overall performance of the INDIVIDUAL you have used as a reference in this study?

SCALE:

1. TOTALLY DISPLEASED IN ALL RESPECTS
2. HIGHLY DISAPPOINTED
3. SOMEWHAT DISAPPOINTED
4. LUKEWARM--NO STRONG FEELINGS
5. SOMEWHAT PLEASED
6. HIGHLY PLEASED
7. TOTALLY PLEASED IN ALL RESPECTS

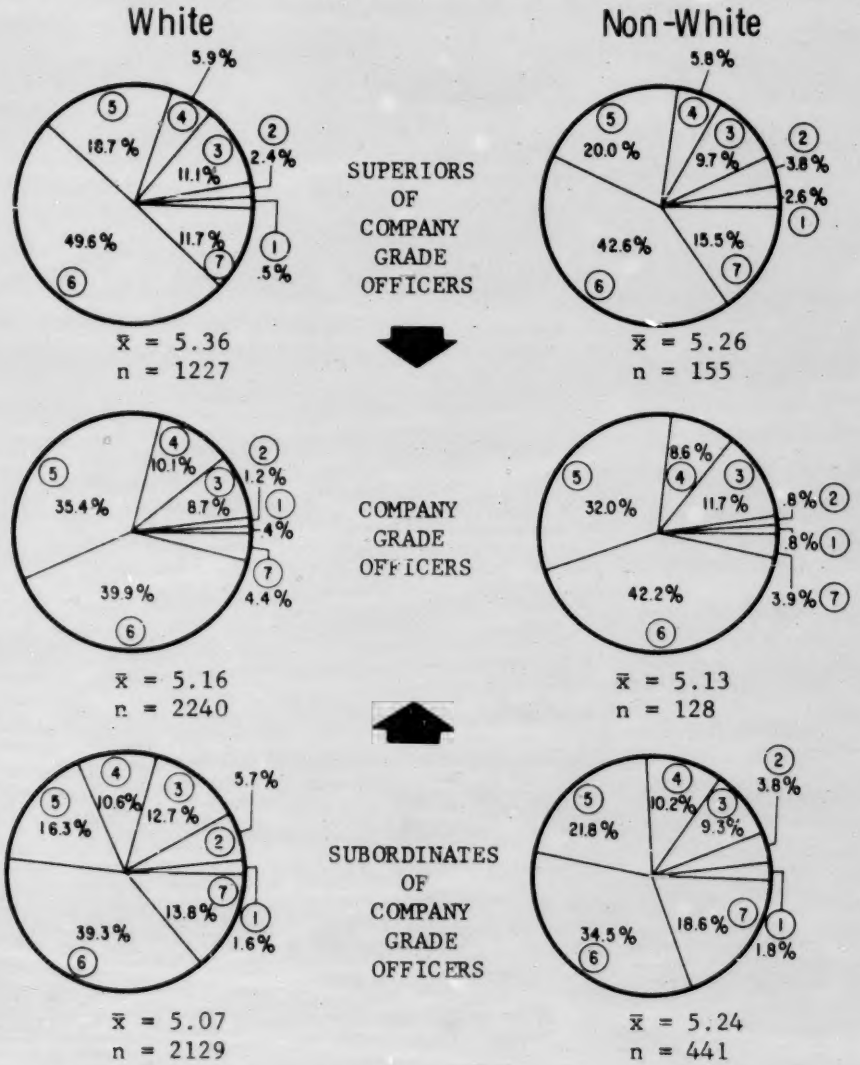


Figure 2

x̄ - Mean
n - Number of Respondents

SATISFACTION WITH OVERALL PERFORMANCE OF SENIOR NCOs

How do you personally feel about the overall performance of the INDIVIDUAL you have used as a reference in this study?

SCALE:

1. TOTALLY DISPLEASED IN ALL RESPECTS
2. HIGHLY DISAPPOINTED
3. SOMEWHAT DISAPPOINTED
4. LUKEWARM--NO STRONG FEELINGS
5. SOMEWHAT PLEASED
6. HIGHLY PLEASED
7. TOTALLY PLEASED IN ALL RESPECTS

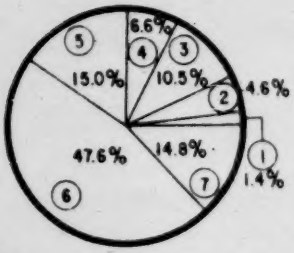
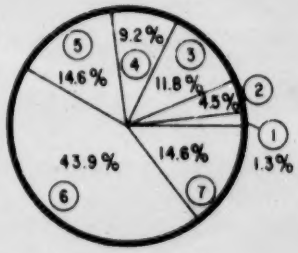
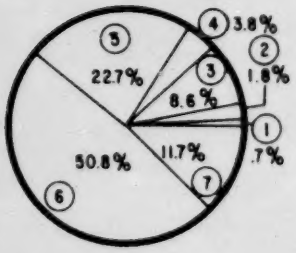
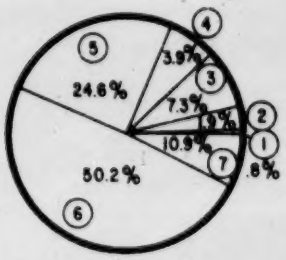
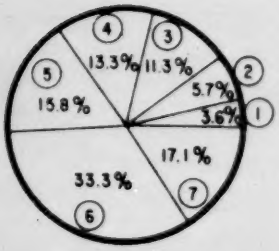
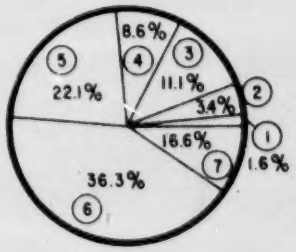
	White	Non-White
SUPERIORS OF SENIOR NCOs	 $\bar{x}$ = 5.32 n = 2116	 $\bar{x}$ = 5.22 n = 314
SENIOR NCOs	 $\bar{x}$ = 5.45 n = 1988	 $\bar{x}$ = 5.45 n = 505
SUBORDINATES OF SENIOR NCOs	 $\bar{x}$ = 5.00 n = 1943	 $\bar{x}$ = 5.22 n = 548

Figure 3

$\bar{x}$ - Mean
n - Number of Respondents

SATISFACTION WITH OVERALL PERFORMANCE OF JUNIOR NCOs

How do you personally feel about the overall performance of the INDIVIDUAL you have used as a reference in this study?

SCALE:

1. TOTALLY DISPLEASED IN ALL RESPECTS
2. HIGHLY DISAPPOINTED
3. SOMEWHAT DISAPPOINTED
4. LUKEWARM--NO STRONG FEELINGS
5. SOMEWHAT PLEASED
6. HIGHLY PLEASED
7. TOTALLY PLEASED IN ALL RESPECTS

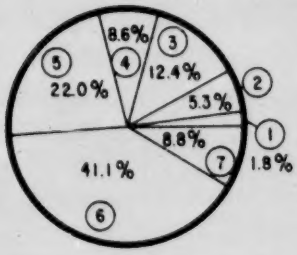
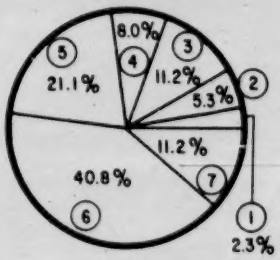
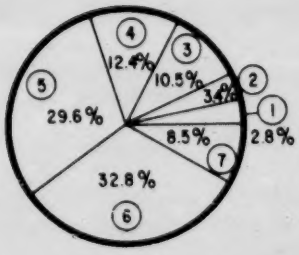
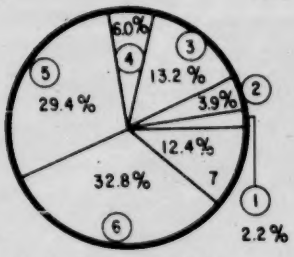
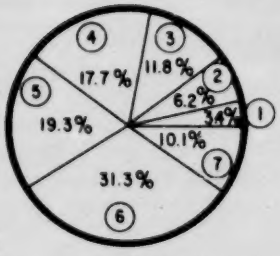
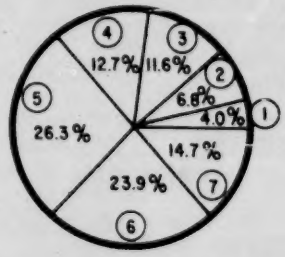
	White	Non-White
SUPERIORS OF JUNIOR NCOs	 $\bar{x}$ = 5.02 n = 3265	 $\bar{x}$ = 5.08 n = 697
JUNIOR NCOs	 $\bar{x}$ = 4.95 n = 2385	 $\bar{x}$ = 5.05 n = 695
SUBORDINATES OF JUNIOR NCOs	 $\bar{x}$ = 4.78 n = 1117	 $\bar{x}$ = 4.81 n = 251

Figure 4

$\bar{x}$ - Mean
n - Number of Respondents

LARGEST CORRELATION COEFFICIENTS BETWEEN PERCEIVED BEHAVIOR AND EXPRESSED SATISFACTION WITH OVERALL PERFORMANCE OF FIELD GRADE OFFICERS

White Superiors of Field Grade Officers

1.	.59	HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
2.	.59	HE SETS HIGH STANDARDS OF PERFORMANCE.
3.	.59	HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
4.	.58	HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
5.	.55	HE APPROACHES EACH TASK IN A POSITIVE MANNER.
6.	.54	HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
7.	.54	HE IS EASY TO UNDERSTAND.
8.	.53	HE SEEKS ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.
9.	.53	HE TAKES APPROPRIATE ACTION ON HIS OWN.
10.	-.53	HE HESITATES TO TAKE ACTION IN THE ABSENCE OF INSTRUCTIONS.

White Field Grade Officers

1.	.30	I AM TECHNICALLY COMPETENT TO PERFORM MY DUTIES.
2.	.30	I SEEK ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.
3.	.26	I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.
4.	.26	I COMMUNICATE EFFECTIVELY WITH MY SUBORDINATES.
5.	-.25	I HESITATE TO TAKE ACTION IN THE ABSENCE OF INSTRUCTIONS.
6.	.25	I SET HIGH STANDARDS OF PERFORMANCE.
7.	.24	I APPROACH EACH TASK IN A POSITIVE MANNER.
8.	.24	I TAKE APPROPRIATE ACTION ON MY OWN.
9.	.23	I SEE TO IT THAT PEOPLE UNDER ME WORK UP TO THEIR CAPABILITIES.
10.	.22	I OFFER NEW APPROACHES TO PROBLEMS.

White Subordinates of Field Grade Officers

1.	.74	HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
2.	.72	HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
3.	.71	HE BACKS UP SUBORDINATES IN THEIR ACTIONS.
4.	.71	HE IS WILLING TO SUPPORT HIS SUBORDINATES.
5.	.66	HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
6.	.66	HE KNOWS HIS MEN AND THEIR CAPABILITIES.
7.	.66	HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR.
8.	.66	HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
9.	.64	HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
10.	.64	HE IS EASY TO UNDERSTAND.

Non-white Superiors of Field Grade Officers

1.	.75	HE SEES THAT SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
2.	.73	HE KNOWS HIS MEN AND THEIR CAPABILITIES.
3.	.73	HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
4.	.71	HE SEEKS ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.
5.	.70	HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
6.	.68	HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
7.	.68	HE IS WILLING TO SUPPORT HIS SUBORDINATES.
8.	-.66	HE IS SELFISH.
9.	.65	HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
10.	.64	HE IS WILLING TO MAKE CHANGES IN WAYS OF DOING THINGS.

Non-white Field Grade Officers

1.	-.34	I HESITATE TO TAKE ACTION IN THE ABSENCE OF INSTRUCTIONS.
2.	.31	I SET HIGH STANDARDS OF PERFORMANCE.
3.	-.28	I FAIL TO SHOW AN APPRECIATION FOR PRIORITIES OF WORK.
4.	-.28	I MAKE IT DIFFICULT FOR MY SUBORDINATES TO USE INITIATIVE.
5.	-.27	I TREAT PEOPLE IN AN IMPERSONAL MANNER--LIKE COGS IN A MACHINE.
6.	-.27	I ESTABLISH AND MAINTAIN A HIGH LEVEL OF DISCIPLINE.
7.	-.26	I RESIST CHANGES IN WAYS OF DOING THINGS.
8.	.23	I TAKE APPROPRIATE ACTION ON MY OWN.
9.	.23	I CONSTRUCTIVELY CRITICIZE POOR PERFORMANCE.
10.	-.23	I DISTORT REPORTS TO MAKE MY UNIT LOOK BETTER.

Non-white Subordinates of Field Grade Officers

1.	.70	HE KNOWS HIS MEN AND THEIR CAPABILITIES.
2.	.69	HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
3.	.68	HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
4.	.68	HE IS WILLING TO SUPPORT HIS SUBORDINATES.
5.	.67	HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
6.	.67	HE BACKS UP SUBORDINATES IN THEIR ACTIONS.
7.	-.65	HE MAKES IT DIFFICULT FOR HIS SUBORDINATES TO USE INITIATIVE.
8.	.63	HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
9.	.63	HE IS THOUGHTFUL AND CONSIDERATE OF OTHERS.
10.	.63	HE OFFERS NEW APPROACHES TO PROBLEMS.

Figure 5

LARGEST CORRELATION COEFFICIENTS BETWEEN PERCEIVED BEHAVIOR AND EXPRESSED SATISFACTION WITH OVERALL PERFORMANCE OF COMPANY GRADE OFFICERS

White Superiors of Company Grade Officers

1. .66 HE SETS HIGH STANDARDS OF PERFORMANCE.
2. .59 HE SEEKS ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.
3. .58 HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
4. .58 HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
5. -.58 HE HESITATES TO TAKE ACTION IN THE ABSENCE OF INSTRUCTIONS.
6. .58 HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
7. .57 HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
8. .57 HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
9. .57 HE APPROACHES EACH TASK IN A POSITIVE MANNER.
10. .56 HE TRAINED AND DEVELOPED HIS SUBORDINATES.

White Company Grade Officers

1. .37 I AM TECHNICALLY COMPETENT TO PERFORM MY DUTIES.
2. .35 I SET HIGH STANDARDS OF PERFORMANCE.
3. .34 I SEEK ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.
4. .33 I SEE TO IT THAT PEOPLE UNDER ME WORK UP TO THEIR CAPABILITIES.
5. .32 I APPROACH EACH TASK IN A POSITIVE MANNER.
6. .32 I TAKE APPROPRIATE ACTION ON MY OWN.
7. -.32 I ESTABLISH AND MAINTAIN A HIGH LEVEL OF DISCIPLINE.
8. -.30 I HESITATE TO TAKE ACTION IN THE ABSENCE OF INSTRUCTIONS.
9. .29 I SET THE EXAMPLE FOR MY MEN ON AND OFF DUTY.
10. .28 I TRAINED AND DEVELOPED MY SUBORDINATES.

White Subordinates of Company Grade Officers

1. .71 HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
2. .68 HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
3. .67 HE IS WILLING TO SUPPORT HIS SUBORDINATES.
4. .65 HE KNOWS HIS MEN AND THEIR CAPABILITIES.
5. .65 HE BACKS UP SUBORDINATES IN THEIR ACTIONS.
6. .64 HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
7. .64 HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR.
8. .63 HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
9. .62 HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
10. .62 HE IS EASY TO UNDERSTAND.

Non-white Superiors of Company Grade Officers

1. .68 HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
2. .67 HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
3. .66 HE BACKS UP SUBORDINATES IN THEIR ACTIONS.
4. .63 HE IS EASY TO UNDERSTAND.
5. .62 HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
6. .62 HE SEES THAT SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
7. .61 HE REWARDS INDIVIDUALS FOR A JOB WELL DONE.
8. .60 HE OFFERS NEW APPROACHES TO PROBLEMS.
9. .59 HE IS THOUGHTFUL AND CONSIDERATE OF OTHERS.
10. .59 HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.

Non-white Company Grade Officers

1. -.44 I ESTABLISH AND MAINTAIN A HIGH LEVEL OF DISCIPLINE.
2. .31 I COMMUNICATE EFFECTIVELY WITH MY SUBORDINATES.
3. .30 I SEE TO IT THAT PEOPLE UNDER ME WORK UP TO THEIR CAPABILITIES.
4. -.29 I FAIL TO SHOW AN APPRECIATION FOR PRIORITIES OF WORK.
5. .29 I TAKE APPROPRIATE ACTION ON MY OWN.
6. .28 I SET HIGH STANDARDS OF PERFORMANCE.
7. .27 I SEEK ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.
8. -.26 I HESITATE TO TAKE ACTION IN THE ABSENCE OF INSTRUCTIONS.
9. .26 I COUNSEL MY SUBORDINATES.
10. .25 I OFFER NEW APPROACHES TO PROBLEMS.

Non-white Subordinates of Company Grade Officers

1. .68 HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
2. .63 HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
3. .63 HE IS WILLING TO SUPPORT HIS SUBORDINATES.
4. .61 HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
5. .61 HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
6. .59 HE IS THOUGHTFUL AND CONSIDERATE OF OTHERS.
7. .57 HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR.
8. .55 HE APPROACHES EACH TASK IN A POSITIVE MANNER.
9. .55 HE SEES THAT SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
10. .55 HE SETS HIGH STANDARDS OF PERFORMANCE.

Figure 6

LARGEST CORRELATION COEFFICIENTS BETWEEN PERCEIVED BEHAVIOR AND EXPRESSED SATISFACTION WITH OVERALL PERFORMANCE OF SENIOR NCOs

White Superiors of Senior NCOs

1.	.678	HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
2.	.672	HE SETS HIGH STANDARDS OF PERFORMANCE.
3.	.662	HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
4.	.649	HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
5.	.640	HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
6.	.636	HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
7.	-.629	HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
8.	.619	HE APPROACHES EACH TASK IN A POSITIVE MANNER.
9.	.616	HE SEEKS ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.
10.	.608	HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.

White Senior NCOs

1.	-.254	I ESTABLISH AND MAINTAIN A HIGH LEVEL OF DISCIPLINE.
2.	.223	I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.
3.	.223	I COMMUNICATE EFFECTIVELY WITH MY SUBORDINATES.
4.	.198	I SET HIGH STANDARDS OF PERFORMANCE.
5.	.194	I AM THOUGHTFUL AND CONSIDERATE OF OTHERS.
6.	.193	I SET THE EXAMPLE FOR MY MEN ON AND OFF DUTY.
7.	.185	I APPROACH EACH TASK IN A POSITIVE MANNER.
8.	.185	I KNOW MY MEN AND THEIR CAPABILITIES.
9.	-.176	I AM SELFISH.
10.	.174	I SEEK ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.

White Subordinates of Senior NCOs

1.	.729	HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
2.	.697	HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
3.	.684	HE IS WILLING TO SUPPORT HIS SUBORDINATES.
4.	.670	HE IS THOUGHTFUL AND CONSIDERATE OF OTHERS.
5.	.653	HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
6.	.652	HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR.
7.	.648	HE KNOWS HIS MEN AND THEIR CAPABILITIES.
8.	.648	HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
9.	.624	HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
10.	.624	HE BACKS UP SUBORDINATES IN THEIR ACTIONS.

Non-white Superiors of Senior NCOs

1.	.666	HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
2.	.627	HE SETS HIGH STANDARDS OF PERFORMANCE.
3.	.618	HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
4.	.609	HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
5.	.594	HE IS WILLING TO SUPPORT HIS SUBORDINATES.
6.	-.589	HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
7.	.586	HE REWARDS INDIVIDUALS FOR A JOB WELL DONE.
8.	.573	HE APPROACHES EACH TASK IN A POSITIVE MANNER.
9.	-.569	HE MAKES IT DIFFICULT FOR HIS SUBORDINATES TO USE INITIATIVE.
10.	.563	HE OFFERS NEW APPROACHES TO PROBLEMS.

Non-white Senior NCOs

1.	-.236	I ESTABLISH AND MAINTAIN A HIGH LEVEL OF DISCIPLINE.
2.	.200	I COMMUNICATE EFFECTIVELY WITH MY SUBORDINATES.
3.	-.166	I DEMAND RESULTS ON TIME WITHOUT CONSIDERING THE CAPABILITIES AND WELFARE OF MY UNIT.
4.	-.164	I DISTORT REPORTS TO MAKE MY UNIT LOOK BETTER.
5.	.163	I SEEK ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.
6.	.156	I AM TECHNICALLY COMPETENT TO PERFORM MY DUTIES.
7.	.156	I ASSIGN IMMEDIATE SUBORDINATES TO SPECIFIC TASKS.
8.	.155	I APPROACH EACH TASK IN A POSITIVE MANNER.
9.	.152	I SEE THAT SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
10.	.144	I TRAINED AND DEVELOPED MY SUBORDINATES.

Non-white Subordinates of Senior NCOs

1.	.626	HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
2.	.613	HE IS THOUGHTFUL AND CONSIDERATE OF OTHERS.
3.	.612	HE IS WILLING TO SUPPORT HIS SUBORDINATES.
4.	.598	HE KNOWS HIS MEN AND THEIR CAPABILITIES.
5.	.593	HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR.
6.	.593	HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
7.	.587	HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
8.	-.563	HE IS SELFISH.
9.	.560	HE IS APPROACHABLE
10.	-.554	HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.

Figure 7

LARGEST CORRELATION COEFFICIENTS BETWEEN PERCEIVED BEHAVIOR AND EXPRESSED SATISFACTION WITH OVERALL PERFORMANCE OF JUNIOR NCOs

White Superiors of Junior NCOs

1.	.674	HE SETS HIGH STANDARDS OF PERFORMANCE.
2.	.656	HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
3.	.656	HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
4.	.654	HE SEEKS ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.
5.	.636	HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
6.	-.628	HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
7.	-.627	HE HESITATES TO TAKE ACTION IN THE ABSENCE OF INSTRUCTIONS.
8.	.625	HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
9.	.617	HE TAKES APPROPRIATE ACTION ON HIS OWN.
10.	.580	HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.

White Junior NCOs

1.	.282	I APPROACH EACH TASK IN A POSITIVE MANNER.
2.	.271	I SEEK ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.
3.	.268	I SET HIGH STANDARDS OF PERFORMANCE.
4.	.263	I AM TECHNICALLY COMPETENT TO PERFORM MY DUTIES.
5.	-.238	I ESTABLISH AND MAINTAIN A HIGH LEVEL OF DISCIPLINE.
6.	.238	I SET THE EXAMPLE FOR MY MEN ON AND OFF DUTY.
7.	.223	I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.
8.	.219	I TAKE APPROPRIATE ACTION ON MY OWN.
9.	.207	I TRAINED AND DEVELOPED MY SUBORDINATES.
10.	.195	I SEE TO IT THAT PEOPLE UNDER ME WORK UP TO THEIR CAPABILITIES.

White Subordinates of Junior NCOs

1.	.720	HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
2.	.703	HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
3.	.677	HE IS WILLING TO SUPPORT HIS SUBORDINATES.
4.	.673	HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR.
5.	.668	HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
6.	.641	HE KNOWS HIS MEN AND THEIR CAPABILITIES.
7.	.627	HE IS THOUGHTFUL AND CONSIDERATE OF OTHERS.
8.	-.623	HE IS SELFISH.
9.	.617	HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
10.	.604	HE IS APPROACHABLE.

Non-white Superiors of Junior NCOs

1.	.676	HE SETS HIGH STANDARDS OF PERFORMANCE.
2.	.673	HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
3.	-.660	HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
4.	.646	HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
5.	.636	HE SEEKS ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.
6.	.618	HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
7.	.609	HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
8.	.604	HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
9.	.601	HE KNOWS HIS MEN AND THEIR CAPABILITIES.
10.	-.590	HE IS SELFISH.

Non-white Junior NCOs

1.	.230	I SEEK ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.
2.	.222	I SET THE EXAMPLE FOR MY MEN ON AND OFF DUTY.
3.	.208	I APPROACH EACH TASK IN A POSITIVE MANNER.
4.	.201	I SEE TO IT THAT PEOPLE UNDER ME WORK UP TO THEIR CAPABILITIES.
5.	.199	I SET HIGH STANDARDS OF PERFORMANCE.
6.	-.198	I ESTABLISH AND MAINTAIN A HIGH LEVEL OF DISCIPLINE.
7.	.181	I COUNSEL MY SUBORDINATES.
8.	.180	I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.
9.	.173	I AM EASY TO UNDERSTAND.
10.	-.164	I FAIL TO SHOW AN APPRECIATION FOR PRIORITIES OF WORK.

Non-white Subordinates of Junior NCOs

1.	.654	HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
2.	.649	HE IS THOUGHTFUL AND CONSIDERATE OF OTHERS.
3.	.618	HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
4.	.614	HE KNOWS HIS MEN AND THEIR CAPABILITIES.
5.	.604	HE TRAINED AND DEVELOPED HIS SUBORDINATES.
6.	.598	HE IS WILLING TO SUPPORT HIS SUBORDINATES.
7.	.592	HE EXPRESSES APPRECIATION WHEN A SUBORDINATE DOES A GOOD JOB.
8.	.586	HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
9.	.583	HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
10.	.579	HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.

Figure 8

SUMMARY AND DISCUSSION

The answers to the eight questions listed earlier may be derived directly from inspection of Figures 1 - 8. One of the more interesting findings from Figures 1 - 4 is that the level of satisfaction with overall performance is quite high for all groups. This is a highly positive indicator of the generally high caliber of Army leadership. Most of the Leadership Monographs focus on leadership problem areas since the monographs are, by design, directed toward helping Army leaders improve their leadership. As a result, readers may get the impression that Army leadership is filled with problems. This would be incorrect. Army leadership, according to the rather massive and comprehensive data base used in these studies, is extremely good. Most of those involved--superiors, leaders, and subordinates alike--are generally satisfied with the leadership at all levels within the Army.

In working with the full set of correlations between the frequency of performance of the 43 behaviors and satisfaction with overall performance, one behavior was consistently surprising. For every group, the correlation between the behavior, "He establishes and maintains a high level of discipline" and satisfaction with overall performance was both relatively large and negative. This held true for superiors, subordinates and individuals describing themselves; for whites and non-whites; and for Field Grade Officers, Company Grade Officers, Senior NCOs, and Junior NCOs. This finding could mean that, for example, if a superior feels that his subordinate quite frequently establishes and maintains a high level of discipline, the superior is relatively less satisfied with that subordinate's overall performance. If the superior feels that his subordinate seldom establishes and maintains a high level of discipline, he will be relatively more satisfied with that subordinate's overall performance. While this is a possible interpretation, it is contradictory to basic assumptions about discipline and leadership within the military situation. Looking further into this relationship, we found that this behavior was one that most of the 30,000 respondents felt was present more frequently than it should be. Thus it may be that while a high level of discipline is a good thing, it is seen as a behavior which easily can be overdone and thus detract from overall performance. Another and more probable interpretation is that units with high overall performance may not require the emphasis on discipline that is required in a less well-functioning unit. This would result in high frequencies of "establishing and maintaining a high level of discipline" being associated with lower levels of satisfaction with overall performance. From these data, it is obvious that the relationship between discipline and overall performance is exceedingly complex and should be investigated further. On the practical side, this finding suggests that individual leaders might look carefully at their own behavior in this area to determine if they are overdoing a good thing.

Another particularly interesting finding from the correlation analysis concerns the lists of 10 behaviors which are correlated most highly with satisfaction with overall performance. If we look at white and non-white field grade officers who described their own behavior (Figure 5), we note

that the list for non-white field grade officers contains 7 negative correlations while that of white field grade officers contains only one.

These negative correlations occur for negatively worded behaviors such as, "I hesitate to take action in the absence of instructions." Therefore negative correlations with overall performance are logical and expected. The interesting point is the magnitude of the correlations. If these top ten behaviors are taken as the behaviors which determine satisfaction with overall performance, then white and non-white field grade officers are saying quite different things. The non-white field grade officer is saying, in effect, that he will be satisfied with his own overall performance if he does not do or avoids doing negative things such as "hesitating to take action," "failing to show appreciation for priorities of work," "making it difficult for subordinates to use initiative," etc. On the other hand, the white field grade officer is saying that he will be satisfied with his own overall performance if he does do positive things such as "being technically competent to perform his duties," "seeking additional and more important responsibilities," "being aware of the state of his unit's morale and doing all he can to make it high," etc.

This white versus non-white difference could well be the result of a degree of racial prejudice and discrimination experienced by the non-white officer especially during the time (10-20 years ago) when he was first entering the service, adjusting to its requirements, and learning its formal and informal policies. During that time, it was perhaps more important for the non-white officer to avoid making mistakes than it was for him to stand out in a positive manner. It is interesting to note that this pattern of negative items was not found for non-white company grade officers nor for non-white NCOs. This would indicate that the racial climate of the Army has improved significantly in more recent times.

Another important finding is that "He communicates effectively with his subordinates" appears to be very closely associated with high satisfaction with overall performance. This behavior is among the top ten for almost every group in the study. This finding corresponds directly with the observations of some of our most experienced field commanders.

There are two other behaviors highly related to satisfaction with performance at all levels: "He sets the example for his men on and off duty" and, "He sets high standards of performance." These two, and the communication behavior above, are basics of Army leadership. The data suggest strongly that if an Army leader does these three things well, his overall performance will take care of itself. On the practical side, this finding could serve as a means of establishing priorities within unit programs aimed at leadership development.

In going over the data presented in Figures 1 - 8, the reader will find other relationships, patterns, and insights relevant particularly to his own situation. The findings discussed here are some of those which "caught the eye" of the authors. They are not necessarily the only or

even the most important findings contained in the data. The reader is invited to compare his own situation, his perceptions, and his feelings with those expressed here.

US ARMY WAR COLLEGE

LEADERSHIP MONOGRAPH SERIES

Monograph # 3

JUNIOR NCO LEADERSHIP

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MONOGRAPH # 3: JUNIOR NCO LEADERSHIP[1]

As stated in Monograph # 1, Demographic Characteristics of US Army Leaders, a Junior Noncommissioned Officer has been defined as an individual in pay grades E4, E5, or E6. Such individuals in the Army hold many direct leadership positions such as drill sergeant, squad leader, and fire team leader. Many occupy specialist positions which require various degrees of leadership. Obviously, these Junior NCOs are one of the most important groups of Army leaders. They deal most directly with and are responsible for leading entry level or first term soldiers and often are first term enlistees themselves.

In this monograph we will present superior and subordinate views of Junior NCO leadership. Further, we will examine the views of Junior NCOs themselves concerning their own leadership, the leadership they receive from their superiors and the leadership behavior of their subordinates. In this way we hope to make explicit the terms of the informal contracts which exist between Junior NCOs and their superiors and subordinates.

The information in this monograph will answer the following questions:

1. What are the most important leadership behaviors for the Junior NCO from the point of view of their superiors, their subordinates, and Junior NCOs themselves?

2. What do Junior NCOs perceive as the most important leadership behaviors on the part of their superiors and subordinates?

3. Which leadership behaviors do Junior NCOs perform most frequently according to themselves, their superiors, and their subordinates?

4. Which leadership behaviors do Junior NCOs believe their superiors and their subordinates perform most frequently?

5. Which leadership behaviors should be performed most frequently by Junior NCOs according to themselves, their superiors, and their subordinates?

6. Which leadership behaviors do Junior NCOs believe should be performed most frequently by their superiors and their subordinates?

7. For which behaviors do superiors, subordinates and Junior NCOs themselves see the greatest shortfalls in Junior NCO leadership?

8. For which behaviors do Junior NCOs see the greatest shortfalls in their superiors and in their subordinates?

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[1]A summary of the background and theoretical foundations of the study was included in both Monograph 1 and Monograph 2.

METHODOLOGY

On the following pages are presented summaries of several aspects of Junior NCO leadership.

"Most Important" Leadership Behavior.

Figure 1 focuses on the leadership behaviors seen as most important by Junior NCOs themselves, by superiors of Junior NCOs, and by subordinates of Junior NCOs. In Figure 1, there are five lists pertaining to leadership and the Junior NCOs. On each list, items are listed in rank order of importance. The Junior NCO's view of his own leadership is in the center; the Junior NCO's view of the leadership of his superior in the upper right; and the Junior NCO's view of the leadership of his immediate subordinates in the lower right. The other two lists are the views of immediate superiors of Junior NCOs in the upper left; and the views of immediate subordinates of Junior NCOs in the lower left, both describing the leadership of Junior NCOs.

"Most Frequent" Leadership Behavior.

Figure 2 focuses on the leadership behaviors which are done or displayed most frequently. As in Figure 1, five lists are presented. This figure is basically a description of perceived leadership behavior. On the left side of Figure 2 are descriptions of Junior NCO leadership as perceived by superiors of Junior NCOs and by subordinates of Junior NCOs. In the center of the figure is the Junior NCO's description of himself, and at the right his description of his superior and his subordinate.

"Desired" Leadership Behavior.

Figure 3 focuses on the leadership behaviors which individuals feel should be done most frequently. The five lists in Figure 3 are basically expectations or lists of desired behavior. On the left of the figure are listed the behaviors which superiors and subordinates expect or desire most frequently from Junior NCOs. In the center are the Junior NCO's expectations of himself, and on the right the behaviors which he expects from his superior and the behaviors which he expects from his subordinates.

Leadership Problem Areas or Shortfalls.

Figure 4 focuses on potential problem areas or shortfalls. Shortfall has been defined here as the difference between how frequently a behavior is done or displayed and how frequently it should be done, weighted by the importance assigned to the behavior. As a mathematical formula, shortfall in leadership behavior can be represented as below:

$$\text{shortfall} = \left(\begin{array}{c}\text{Expected or}\\ \text{desired frequency}\end{array} - \begin{array}{c}\text{Actual or}\\ \text{perceived frequency}\end{array}\right) \times \text{Importance}$$

The concept of shortfall combines all three of the aspects of leadership presented in Figures 1, 2, and 3. The basic idea of this concept is that if an individual feels, for example, that his superior should always be easy to understand, but in fact perceives the superior as seldom easy to understand, then a problem exists. If the individual feels that being easy to understand is not an important behavior, then this problem is probably not very serious. However, if the individual feels that being easy to understand is very important (as did most of the individuals in the study), then the problem is serious and demands corrective action.

The largest shortfalls in Junior NCO leadership behavior as seen by superiors and subordinates are listed on the left of Figure 4. The largest shortfalls in their own leadership behavior as seen by Junior NCOs themselves are in the center, and the largest shortfalls which Junior NCOs see in their superiors and in their subordinates are listed on the right.

LEADERSHIP BEHAVIORS THAT ARE SEEN TO BE MOST IMPORTANT

Superiors' View of Jr. NCOs

1. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD OR BAD, UNDER ALL CIRCUMSTANCES.
2. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
3. HE SETS HIGH STANDARDS OF PERFORMANCE.
4. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
5. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
6. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
7. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
8. HE IS EASY TO UNDERSTAND.
9. HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
10. HE IS WILLING TO SUPPORT HIS SUBORDINATES.

Jr. NCOs' View of Superiors

1. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
2. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
3. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
4. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
5. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
6.5. HE IS EASY TO UNDERSTAND.
6.5. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
8. HE IS APPROACHABLE.
9. HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR.
10. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.

Jr. NCOs' View of Themselves

1. I AM TECHNICALLY COMPETENT TO PERFORM MY DUTIES.
2. I KNOW MY MEN AND THEIR CAPABILITIES.
3. I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.
4. I AM WILLING TO SUPPORT MY SUBORDINATES.
5. I COMMUNICATE EFFECTIVELY WITH MY SUBORDINATES.
6. I AM EASY TO UNDERSTAND.
7. I APPROACH EACH TASK IN A POSITIVE MANNER.
8. I SET HIGH STANDARDS OF PERFORMANCE.
9. I SEE THAT MY MEN HAVE THE MATERIALS THEY NEED TO WORK WITH.
10. I KEEP OTHERS INFORMED OF THE TRUE SITUATION, GOOD OR BAD, UNDER ALL CIRCUMSTANCES.

Subordinates' View of Jr. NCOs

1. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
2. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
3. HE IS AWARE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
4. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
5. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
6. HE IS EASY TO UNDERSTAND.
7. HE SETS HIGH STANDARDS OF PERFORMANCE.
8. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
9. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
10. HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.

Jr. NCOs' View of Subordinates

1. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
2. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
3. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
4. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
5. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
6. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
7. HE IS EASY TO UNDERSTAND.
8. HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR.
9. HE IS APPROACHABLE.
10. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.

Figure I

LEADERSHIP BEHAVIORS THAT ARE DONE OR DISPLAYED MOST OFTEN

Superiors' View of Jr. NCOs

1. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
2. HE IS APPROACHABLE.
3. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
4. HE IS EASY TO UNDERSTAND.
5. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
6. HE SEES TO IT THAT HIS SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
7. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
8. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
9. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
10. HE IS THOUGHTFUL AND CONSIDERATE OF OTHERS.

Jr. NCOs' View of Superiors

1. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
2. HE IS APPROACHABLE.
3. HE ASSIGNS IMMEDIATE SUBORDINATES TO SPECIFIC TASKS.
4. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
5. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
6. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
7. HE SETS HIGH STANDARDS OF PERFORMANCE.
8. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
9. HE IS EASY TO UNDERSTAND.
10. HE SEES THAT SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.

Jr. NCOs' View of Themselves

1. I AM APPROACHABLE.
2. I AM WILLING TO SUPPORT MY SUBORDINATES.
3. I AM TECHNICALLY COMPETENT TO PERFORM MY DUTIES.
4. I COMMUNICATE EFFECTIVELY WITH MY SUBORDINATES.
5. I SEE THAT MY SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
6. I SET HIGH STANDARDS OF PERFORMANCE.
7. I APPROACH EACH TASK IN A POSITIVE MANNER.
8. I EXPRESS APPRECIATION WHEN A SUBORDINATE DOES A GOOD JOB.
9. I KEEP OTHERS INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
10. I KNOW MY MEN AND THEIR CAPABILITIES.

Subordinates' View of Jr. NCOs

1.5. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
1.5. HE IS APPROACHABLE.
3. HE ASSIGNS IMMEDIATE SUBORDINATES TO SPECIFIC TASKS.
4. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
5. HE LETS HIS SUBORDINATES KNOW WHAT IS EXPECTED OF THEM.
6. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
7. HE IS EASY TO UNDERSTAND.
8. HE SEES TO IT THAT HIS SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
9. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
10. HE SETS HIGH STANDARDS OF PERFORMANCE.

Jr. NCOs' View of Subordinates

1. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
2. HE IS APPROACHABLE.
3. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
4. HE IS EASY TO UNDERSTAND.
5. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
6. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
7. HE SEES THAT HIS SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
8. HE SETS HIGH STANDARDS OF PERFORMANCE.
9. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
10. HE KNOWS HIS MEN AND THEIR CAPABILITIES.

Figure 2

LEADERSHIP BEHAVIORS THAT SHOULD BE DONE OR DISPLAYED MOST OFTEN

Superiors' View of Jr. NCOs

1. HE SETS HIGH STANDARDS OF PERFORMANCE.
2. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
3. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
4. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
5. HE IS EASY TO UNDERSTAND.
6. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
7. HE IS APPROACHABLE.
8. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
9. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
10. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.

Jr. NCOs' View of Superiors

1.5. HE IS EASY TO UNDERSTAND.
1.5. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
3. HE IS APPROACHABLE.
4. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
5. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
6. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
7. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
8. HE SETS HIGH STANDARDS OF PERFORMANCE.
9. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
10. HE IS WILLING TO SUPPORT HIS SUBORDINATES.

Jr. NCOs' View of Themselves

1.5. I AM EASY TO UNDERSTAND.
1.5. I AM APPROACHABLE.
3. I AM TECHNICALLY COMPETENT TO PERFORM MY DUTIES.
4. I SET HIGH STANDARDS OF PERFORMANCE.
5. I APPROACH EACH TASK IN A POSITIVE MANNER.
6. I KEEP OTHERS INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
7. I COMMUNICATE EFFECTIVELY WITH MY SUBORDINATES.
8. I KNOW MY MEN AND THEIR CAPABILITIES.
9. I SEE THAT MY SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
10. I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.

Subordinates' View of Jr. NCOs

1. HE IS EASY TO UNDERSTAND.
2. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
3. HE IS APPROACHABLE.
4. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
5. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
6.5. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
6.5. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
8. HE SEES THAT HIS SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
9. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
10. HE SETS HIGH STANDARDS OF PERFORMANCE.

Jr. NCOs' View of Subordinates

1. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
2. HE SETS HIGH STANDARDS OF PERFORMANCE.
3. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
4. HE IS EASY TO UNDERSTAND.
5. HE IS APPROACHABLE.
6. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
7. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
8. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
9. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
10. HE SEES TO IT THAT HIS SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.

Figure 3

LEADERSHIP BEHAVIORS HAVING THE HIGHEST SHORTFALL

Superiors' View of Jr. NCOs

1. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
*2. HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
3. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
4. HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
5. HE SETS HIGH STANDARDS OF PERFORMANCE.
6. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
7. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
8. HE SEEKS ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.
*9. HE CRITICIZES SUBORDINATES IN FRONT OF OTHERS.
10. HE APPROACHES EACH TASK IN A POSITIVE MANNER.

Jr. NCOs' View of Superiors

1. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
2. HE IS APPROACHABLE.
3. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
4. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
5. HE IS EASY TO UNDERSTAND.
*6. HE CRITICIZES SUBORDINATES IN FRONT OF OTHERS.
7. HE EXPRESSES APPRECIATION WHEN A SUBORDINATE DOES A GOOD JOB.
8. HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
9. HE IS THOUGHTFUL AND CONSIDERATE OF OTHERS.
10. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.

Jr. NCOs' View of Themselves

1. I AM EASY TO UNDERSTAND.
2. I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.
3. I EXPRESS APPRECIATION WHEN A SUBORDINATE DOES A GOOD JOB.
*4. I AM SELFISH.
5.5. I SET HIGH STANDARDS OF PERFORMANCE.
5.5. I SET THE EXAMPLE FOR MY MEN ON AND OFF DUTY.
7. I KEEP OTHERS INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
8. I APPROACH EACH TASK IN A POSITIVE MANNER.
9. I LET THE MEMBERS OF MY UNIT KNOW WHAT IS EXPECTED OF THEM.
10. I KNOW MY MEN AND THEIR CAPABILITIES.

Subordinates' View of Jr. NCOs

1. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
2. HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR.
3. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
4.5. HE IS EASY TO UNDERSTAND.
4.5. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
6. HE EXPRESSES APPRECIATION WHEN A SUBORDINATE DOES A GOOD JOB.
*7. HE CRITICIZES SUBORDINATES IN FRONT OF OTHERS.
8. HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
9. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
10. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.

Jr. NCOs' View of Subordinates

1. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
2. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
3. HE SETS HIGH STANDARDS OF PERFORMANCE.
*4. HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
5. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
6. HE EXPRESSES APPRECIATION WHEN A SUBORDINATES DOES A GOOD JOB.
7. HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
*8. HE CRITICIZES SUBORDINATES IN FRONT OF OTHERS.
9. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
10. HE KNOWS HIS MEN AND THEIR CAPABILITIES.

*Negative shortfall; i.e., a behavior perceived to be performed more than it should be.

Figure 4

DISCUSSION

The preceding four figures are direct answers to the eight questions listed in the introduction. These answers are based on averages of large groups of individuals in many different jobs throughout the Army. Therefore, they probably do not fit exactly any one single Junior NCO. However, they should be an adequate guide and starting point for a Junior NCO in examining his own leadership. The lists of shortfalls, for example, suggest strongly to the Junior NCO areas where Junior NCOs in general are not meeting expectations of their leaders and followers.

Superior-Subordinate Roles.

An examination of the four figures reveals a striking similarity between lists of behaviors in diagonal corners of each figure. This indicates that Junior NCOs see their superiors in much the same way that they, the Junior NCOs, are seen by their subordinates; and that superiors of Junior NCOs view the Junior NCO in the same terms that Junior NCOs see their subordinates. In other words, the direction of the perspective, either up or down the chain of command, seems to determine perceptions much more so than does the level of either the perceiver or the individual perceived. This is a phenomena unique to virtually any hierarchical organization. Such organizations require all members other than those at the extreme top or extreme bottom of the hierarchy to fill two roles simultaneously. These two roles are that of superior and subordinate. Military organizations, especially, tend to emphasize the importance of these roles with visible symbols of rank, prescribed or traditional behavior between individuals of different rank, and the importance of supervisor-subordinate relationships. Therefore, it is not surprising that two groups of individuals in subordinate roles--Junior NCOs looking up the chain at their bosses, and subordinates of Junior NCOs looking up at their Junior NCO bosses--should report much the same behavior on the part of their respective immediate superiors. Reference to Monograph # 1, Demographic Characteristics of US Army Leaders, also points up the fact that the rank structures of Junior NCOs, their superiors and subordinates contain considerable overlap. It is apparent that many Junior NCOs work for other Junior NCOs. Thus the entire Junior NCO leadership module is relatively homogeneous.

Differences Between Superiors and Subordinates.

A major difference between superior and subordinate expectations is apparent in Figure 3. Taking the top five behaviors which superiors report should be performed most frequently by Junior NCOs (upper left), three can be classified as mission or job-related behaviors--"he sets high standards of performance," "he is technically competent to perform his duties," and "he approaches each task in a positive manner." The other two of the top five are communication related--"he keeps me informed of the true situation" and "he is easy to understand." None of the five behaviors are directly welfare or people-related. On the other hand, the top five behaviors which subordinates report should be performed most

frequently by Junior NCOs include only one mission-related behavior--"he is technically competent to perform his duties." Two of the remaining four are communication-related--"he is easy to understand" and "he communicates effectively with his subordinates." The other two behaviors are welfare or people-related items--"he is approachable" and "he knows his men and their capabilities."

Junior NCOs looking at themselves appear to strike somewhat of a balance between the task expectations of their superiors and the more welfare-related expectations of their subordinates. The Junior NCO's top five self expectations include three mission-related behaviors--"I am technically competent to perform my duties," "I set high standards of performance," and "I approach each task in a positive manner." However, of the two behaviors which tied for first position, one is a welfare, people-related behavior--"I am approachable," and one is a communication-related behavior--"I am easy to understand."

Figure 2 reveals somewhat of a reversed pattern when the perceived frequency of actual behavior is the focus. In their top five behaviors, superiors of Junior NCOs list only one mission behavior--"he is technically competent to perform his duties" while subordinates of Junior NCOs list three mission behaviors among their top five--"he is technically competent to perform his duties," "he assigns subordinates to specific tasks," and "he approaches each task in a positive manner."

This reversal is also reflected in Figure 4, where four of the five greatest Junior NCO leadership shortfalls according to <u>superiors</u> are mission-related behaviors. No mission-related behaviors are included among the five greatest Junior NCO leadership shortfalls, according to <u>subordinates</u> of Junior NCOs.

The reversal discussed above would indicate that Junior NCOs will have a difficult job in attempting to meet the expectations of both their superiors and their subordinates. It would appear that the only recourse for the Junior NCO is to first know, then continue to attempt to balance the competing demands of his superiors and of his subordinates. This is not an easy task, nor is it a comfortable position to be in.

The Junior NCO may have a greater "man-in-the-middle" problem than any other level of leadership. Consideration of this balancing problem should be a central feature of Junior NCO leadership development programs. Most programs of instruction for NCO academies are designed by superiors of NCOs. Thus the POI content is oriented toward the superiors' view of NCO leadership. This one-sided emphasis may leave the NCO ill-prepared to meet the expectations of his subordinates. Therefore, on the practical side, it may be advisable to check out NCO programs of instruction not only with the NCO students themselves, but with their subordinates as well.

US ARMY WAR COLLEGE

LEADERSHIP MONOGRAPH SERIES

Monograph #4

SENIOR NCO LEADERSHIP

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MONOGRAPH #4: SENIOR NCO LEADERSHIP[1]

A Senior NCO has been defined as an individual serving in pay grades E-7, E-8 or E-9. Such individuals are, in general, professional soldiers and as such have been called the "backbone of the Army." Senior NCO leadership today is probably one of the most difficult jobs in the Army. The Senior NCO is the one leader in the Army structure who is truly the "man in the middle." Below him in the structure are mostly young, relatively inexperienced, first term enlisted men and Junior NCOs. Above the Senior NCO in the structure are mostly young, relatively inexperienced, first term officers. Thus it is not surprising that there are considerable differences between how superiors and subordinates see the Senior NCO as a leader and how he sees himself.

In this monograph we will attempt to make explicit the three points of view of the Senior NCOs, their superiors, and their subordinates -- as they focus on Senior NCO leadership. Also included are the views of Senior NCOs, directed toward their superiors and subordinates.

The information in this monograph may be used to answer the following questions:

1. What are the most important leadership behaviors for Senior NCOs, according to their superiors, their subordinates, and the Senior NCOs themselves?

2. What do Senior NCOs perceive as the most important leadership behaviors on the part of their superiors and subordinates?

3. Which leadership behaviors do Senior NCOs perform most frequently according to themselves, their superiors, and their subordinates?

4. Which leadership behaviors do Senior NCOs believe their superiors and their subordinates perform most frequently?

5. Which leadership behaviors should be performed most frequently by Senior NCOs according to themselves, their superiors, and their subordinates?

6. Which leadership behaviors do Senior NCOs believe should be performed most frequently by their superiors and their subordinates?

7. For which behaviors do superiors, subordinates, and Senior NCOs themselves see the greatest shortfalls in Senior NCO leadership?

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[1] A summary of the background and theoretical foundations of the study was included in both Monograph 1 and Monograph 2.

8. For which behaviors do Senior NCOs see the greatest shortfalls in their superiors and in their subordinates?

METHODOLOGY

Summaries of several aspects of Senior NCO leadership are presented on the following pages.

Figure 1 focuses on the leadership behaviors seen as most important by Senior NCOs, by superiors of Senior NCOs, and by subordinates of Senior NCOs. In Figure 1, as in each of the figures to follow, there are three lists which reflect the views of Senior NCOs. These are (1) the Senior NCO's view of his own leadership in the center; (2) the Senior NCO's view of the leadership of his superior in the upper right; and (3) the Senior NCO's view of the leadership of his immediate subordinates in the lower right. The other two lists are (4) the views of immediate superiors of Senior NCOs in the upper left; and (5) the views of immediate subordinates of Senior NCOs in the lower left, both describing the leadership of Senior NCOs.

Figure 2 focuses on the leadership behaviors which are <u>done</u> or <u>displayed</u> most frequently. As in Figure 1, five lists are presented. This figure is basically a description of perceived leadership behavior. On the left side of Figure 2 are descriptions of Senior NCO leadership, as perceived by superiors of Senior NCOs and by subordinates of Senior NCOs. In the center of the figure is the Senior NCO's description of himself and at the right his description of his superior and his subordinate.

Figure 3 focuses on the leadership behaviors which individuals feel <u>should be</u> done or displayed most frequently. The five lists in Figure 3 are basically expectations or lists of desired behavior. On the left of the figure are listed the behaviors which superiors and subordinates expect or desire most frequently from Senior NCOs. In the center are the Senior NCO's expectations of himself, and on the right are the behaviors which he expects from his superior and the behaviors which he expects from his subordinates.

Figure 4 focuses on potential problem areas or <u>shortfalls</u>. Shortfall has been defined as the difference between how frequently a behavior is done or displayed and how frequently it should be done, multiplied or weighted by the importance of the behavior. As a mathematical formula, shortfall can be represented as below:

$$\text{shortfall} = \left(\begin{array}{l}\text{Expected or} \\ \text{desired frequency}\end{array} - \begin{array}{l}\text{Actual or per-} \\ \text{ceived frequency}\end{array}\right) \times \text{Importance}$$

The concept of shortfall combines all three of the aspects of leadership presented in Figures 1, 2, and 3. The basic idea of this concept is that if an individual feels that, for example, his superior

should always be easy to understand but in fact perceives him as seldom easy to understand, then a problem of shortfall exists. If the individual feels that being easy to understand is not an important behavior, then this problem is probably not very serious. However, if the individual feels that being easy to understand is very important (as did most of the individuals in the study), then the problem is serious and demands corrective action.

The largest shortfalls in Senior NCO leadership behavior as seen by superiors and subordinates are listed on the left of Figure 4. The largest shortfalls in their own leadership behavior as seen by Senior NCOs themselves are in the center, and the largest shortfalls which Senior NCOs see in their superiors and subordinates are listed on the right.

LEADERSHIP BEHAVIORS THAT ARE SEEN TO BE MOST IMPORTANT

Superiors' View of Sr. NCOs

1. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
2. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
3. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
4. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
5. HE SETS HIGH STANDARDS OF PERFORMANCE.
6. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
7. HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
8. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
9. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
10. HE APPROACHES EACH TASK IN A POSITIVE MANNER.

Sr. NCOs' View of Superiors

1. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
2. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
3. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
4.5. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
4.5. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
6. HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
7. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
8. HE SETS HIGH STANDARDS OF PERFORMANCE.
9. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
10. HE IS EASY TO UNDERSTAND.

Sr. NCOs' View of Themselves

1. I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.
2. I AM TECHNICALLY COMPETENT TO PERFORM MY DUTIES.
3. I KNOW MY MEN AND THEIR CAPABILITIES.
4. I AM WILLING TO SUPPORT MY SUBORDINATES.
5. I ESTABLISH AND MAINTAIN A HIGH LEVEL OF DISCIPLINE.
6.5. I SET HIGH STANDARDS OF PERFORMANCE.
6.5. I COMMUNICATE EFFECTIVELY WITH MY SUBORDINATES.
8. I SET THE EXAMPLE FOR MY MEN ON AND OFF DUTY.
9. I APPROACH EACH TASK IN A POSITIVE MANNER.
10. I AM EASY TO UNDERSTAND.

Subordinates' View of Sr. NCOs

1. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
2. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
3. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
4. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
5. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
6. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
7. HE IS EASY TO UNDERSTAND.
8. HE IS APPROACHABLE.
9. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
10. HE APPROACHES EACH TASK IN A POSITIVE MANNER.

Sr. NCOs' View of Subordinates

1. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
2. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
3. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
4. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
5.5. HE SETS HIGH STANDARDS OF PERFORMANCE.
5.5. HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
7. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
8. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
9. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
10. HE DISTORTS REPORTS TO MAKE HIS UNIT LOOK BETTER.

Figure I

LEADERSHIP BEHAVIORS THAT ARE DONE OR DISPLAYED MOST OFTEN

Superiors' View of Sr. NCOs

1. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
2. HE IS APPROACHABLE.
3. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
4. HE ASSIGNS IMMEDIATE SUBORDINATES TO SPECIFIC TASKS.
5. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
6. HE SETS HIGH STANDARDS OF PERFORMANCE.
7. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
8. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
9. HE IS EASY TO UNDERSTAND.
10. HE KNOWS HIS MEN AND THEIR CAPABILITIES.

Sr. NCOs' View of Superiors

1. HE IS APPROACHABLE.
2. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
3. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
4. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
5. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
6. HE SETS HIGH STANDARDS OF PERFORMANCE.
7. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
8. HE IS EASY TO UNDERSTAND.
9. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
10. HE TAKES APPROPRIATE ACTION ON HIS OWN.

Sr. NCOs' View of Themselves

1. I AM WILLING TO SUPPORT MY SUBORDINATES.
2. I AM APPROACHABLE.
3. I AM TECHNICALLY COMPETENT TO PERFORM MY DUTIES.
4. I SET HIGH STANDARDS OF PERFORMANCE.
5.5. I TAKE APPROPRIATE ACTION ON MY OWN.
5.5. I APPROACH EACH TASK IN A POSITIVE MANNER.
7.5. I SEE THAT SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
7.5. I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.
9. I LET THE MEMBERS OF MY UNIT KNOW WHAT IS EXPECTED OF THEM.
10. I KNOW MY MEN AND THEIR CAPABILITIES.

Subordinates' View of Sr. NCOs

1. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
2. HE IS APPROACHABLE.
3. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
4.5. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
4.5. HE ASSIGNS IMMEDIATE SUBORDINATES TO SPECIFIC TASKS.
7. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
7. HE SETS HIGH STANDARDS OF PERFORMANCE.
7. HE SEES THAT SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
9. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
10. HE APPROACHES EACH TASK IN A POSITIVE MANNER.

Sr. NCOs' View of Subordinates

1. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
2. HE IS APPROACHABLE.
3. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
4. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
5. HE IS EASY TO UNDERSTAND.
6. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
7. HE SEES THAT SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
8. HE SETS HIGH STANDARDS OF PERFORMANCE.
9. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
10. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.

Figure 2

4-6

LEADERSHIP BEHAVIORS THAT SHOULD BE DONE OR DISPLAYED MOST OFTEN

Superiors' View of Sr. NCOs

1. HE SETS HIGH STANDARDS OF PERFORMANCE.
2. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
3. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
4. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
5. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
6. HE IS EASY TO UNDERSTAND.
7.5. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
7.5. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
9. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
10. HE IS APPROACHABLE.

Sr. NCOs' View of Superiors

1. HE SETS HIGH STANDARDS OF PERFORMANCE.
2. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
3. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
4.5. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
4.5. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
6.5. HE IS EASY TO UNDERSTAND.
6.5. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
8. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
9. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
10. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.

Sr. NCOs' View of Themselves

1. I SET HIGH STANDARDS OF PERFORMANCE.
2. I SET THE EXAMPLE FOR MY MEN ON AND OFF DUTY.
3. I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.
4.5. I AM EASY TO UNDERSTAND.
4.5. I AM TECHNICALLY COMPETENT TO PERFORM MY DUTIES.
6.5. I APPROACH EACH TASK IN A POSITIVE MANNER.
6.5. I AM APPROACHABLE.
8. I KNOW MY MEN AND THEIR CAPABILITIES.
9. I COMMUNICATE EFFECTIVELY WITH MY SUBORDINATES.
10. I LET THE MEMBERS OF MY UNIT KNOW WHAT IS EXPECTED OF THEM.

Subordinates' View of Sr. NCOs

1. HE IS EASY TO UNDERSTAND.
2. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
3. HE IS APPROACHABLE.
4.5. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
4.5. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
6.5. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
6.5. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
8. HE SETS HIGH STANDARDS OF PERFORMANCE.
9. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
10. HE IS WILLING TO SUPPORT HIS SUBORDINATES.

Sr. NCOs' View of Subordinates

1. HE SETS HIGH STANDARDS OF PERFORMANCE.
2.5. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
2.5. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
4. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
5. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
6.5. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
6.5. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
8.5. HE IS EASY TO UNDERSTAND.
8.5. HE IS APPROACHABLE.
10. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.

Figure 3

4-7

LEADERSHIP BEHAVIORS HAVING THE HIGHEST SHORTFALL

Superiors' View of Sr. NCOs

1. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
2. HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
3. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
*4. HE CRITICIZES SUBORDINATES IN FRONT OF OTHERS.
5. HE SETS HIGH STANDARDS OF PERFORMANCE.
6. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
7. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
8. HE EXPRESSES APPRECIATION WHEN A SUBORDINATE DOES A GOOD JOB.
9. HE CONSTRUCTIVELY CRITICIZES POOR PERFORMANCE.
10. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.

Sr. NCOs' View of Superiors

1. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
*2. HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
3. HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
4. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
5. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
*6. HE CRITICIZES SUBORDINATES IN FRONT OF OTHERS.
7. HE SETS HIGH STANDARDS OF PERFORMANCE.
8. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
9. HE SEEKS ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.
10. HE CONSTRUCTIVELY CRITICIZES POOR PERFORMANCE.

Sr. NCOs' View of Themselves

1. I AM EASY TO UNDERSTAND.
*2. I AM SELFISH.
*3. I CRITICIZE SUBORDINATES IN FRONT OF OTHERS.
4. I SEE TO IT THAT PEOPLE UNDER ME WORK UP TO THEIR CAPABILITIES.
5. I KNOW MY MEN AND THEIR CAPABILITIES.
6. I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.
*7. I MAKE IT DIFFICULT FOR MY SUBORDINATES TO USE INITIATIVE.
8. I APPROACH EACH TASK IN A POSITIVE MANNER.
*9. I ESTABLISH AND MAINTAIN A HIGH LEVEL OF DISCIPLINE.
10. I SET THE EXAMPLE FOR MY MEN ON AND OFF DUTY.

Subordinates' View of Sr. NCOs

1. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
2. HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR.
*3. HE CRITICIZES SUBORDINATES IN FRONT OF OTHERS.
4. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
5. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
6. HE IS EASY TO UNDERSTAND.
7. HE EXPRESSES APPRECIATION WHEN A SUBORDINATE DOES A GOOD JOB.
8. HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
9. HE IS THOUGHTFUL AND CONSIDERATE OF OTHERS.
10. HE IS WILLING TO SUPPORT HIS SUBORDINATES.

Sr. NCOs' View of Subordinates

1. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
2. HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
3. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
*4. HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
5. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
6. HE CONSTRUCTIVELY CRITICIZES POOR PERFORMANCE.
*7. HE CRITICIZES SUBORDINATES IN FRONT OF OTHERS.
8. HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR.
9. HE IS EASY TO UNDERSTAND.
10. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.

"Negative shortfall", i.e., a behavior perceived to be performed more than it should be.

Figure 4

DISCUSSION

The preceding four figures are direct answers to the eight questions listed in the introduction. These answers are based on averages of large groups of individuals in many different jobs throughout the Army. Therefore they probably do not fit exactly any one single Senior NCO. However, they should be an adequate guide and starting point for a Senior NCO who wants to examine and improve his own leadership. The list of shortfalls, in particular, should be of interest to anyone concerned with the continual improvement of NCO leadership.

Superior-Subordinate Roles.

In Monograph #3, Junior NCO Leadership, it was noted that Junior NCOs tended to view their subordinates in much the same way that they, the Junior NCOs, were viewed by their superiors. Also Junior NCOs viewed their superiors similarly to the way they, the Junior NCOs, were viewed by their subordinates. This finding is also true of Senior NCOs. In all four figures, there is marked similarity between the lists in diagonal corners of the page. This again points up the importance of the perspective, point of view, or role from which leadership is perceived. Subordinates across levels tend to see their bosses in a consistent fashion, and superiors across levels see their subordinates in a consistent fashion.

This finding is discussed in more depth in Monograph #3, Junior NCO Leadership.

Senior NCO Leadership Shortfalls.

Figure 4 reveals that superiors of Senior NCOs and subordinates of Senior NCOs agree on the number one shortfall in Senior NCO leadership. This is "being aware of the state of his unit's morale and doing all he can to make it high." This behavior also appears on both the superiors' and subordinates' lists of most important leadership behaviors (Figure 1) and on the subordinates' list of behaviors which Senior NCOs should do most often (Figure 3). Although this behavior is one of the 10 behaviors which Senior NCOs report they do most often (Figure 2), it is recognized by the Senior NCOs themselves as a major problem area. It is seen by the Senior NCOs as their sixth largest shortfall area. Obviously, this is an area where Senior NCOs should concentrate their efforts. Morale is a highly complex area and one in which problems are not easily solved. Therefore, this problem should not be "pushed off" on the Senior NCO. All persons involved, both superiors and subordinates alike, must share in the responsibility for morale and in attempts to improve early recognition of morale problems and their solution.

Senior NCOs see their own greatest shortfall in "being easy to understand." This behavior is not seen as a major problem area by

superiors of Senior NCOs and ranks only sixth according to subordinates of Senior NCOs. Thus it would appear that Senior NCOs may be doing a better job in this area than they believe. However, understanding between the professional soldier and entry level personnel, both officer and enlisted, will always be important.

Senior NCOs also believe that they are considerably more selfish than they should be. While this is probably true of all of us, it should be pointed out that this problem is not seen by either superiors or subordinates of Senior NCOs.

Senior NCOs, along with their superiors and their subordinates, do agree that a major shortfall in Senior NCO leadership is that too often Senior NCOs "criticize their subordinates in front of others." This is a problem which could be corrected fairly easily, since all parties involved, including the Senior NCO, agree that criticism of subordinates in front of others is overdone by the Senior NCO.

The final area to be singled out in this discussion of Senior NCO shortfall is a highly important area from the point of view of both superiors and subordinates. This area of leadership behavior is, "he keeps me informed of the true situation, good or bad, under all circumstances." Both superiors and subordinates see a major shortfall in this area. However, Senior NCOs appear to be relatively unaware of the problem. Therefore, Senior NCOs in general should perhaps put extra effort into insuring that both their superiors and their subordinates are kept informed. It should also be noted that Senior NCOs see this particular behavior as the largest shortfall in the behavior of their subordinates, and the fifth largest shortfall on the part of their superiors.

US ARMY WAR COLLEGE

LEADERSHIP MONOGRAPH SERIES

Monograph # 5

COMPANY GRADE OFFICER LEADERSHIP

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MONOGRAPH # 5: COMPANY GRADE OFFICER LEADERSHIP

In this study, individuals serving in grades O-1, O-2, and O-3 have been classified as Company Grade Officers. Monograph # 1, Demographic Characteristics of Army Leaders, describes the demographic breakout of the three officer samples (Company Grade Officers, their superiors, and their subordinates) upon which the information in this monograph is based.

General Bruce C. Clarke (USA-Ret.) has observed on several occasions that "leadership" is analogous to leading a horse by the bridle--the leader is out in front and the horse follows; "commandership" is analogous to a rider in the saddle--there is still direct contact between the rider and mount, however, the horse is guided by commands from the rider; and finally, that "generalship" is analogous to a driver with reins and a whip riding behind the horse in a sulky. In General Clarke's model, it is interesting to note that Company Grade Officers--primarily lieutenants--fill the only commissioned officer position specifically designated as a "leader," i.e., "Platoon Leader." Also Company Grade Officers--primarily captains--typically fill the initial or lowest "commander" position, i.e., Company Commander.

This uniqueness of the Company Grade Officer may be important for several reasons. First, it is at the Company Grade Officer level that most actual face-to-face leadership takes place. Second, this level is the interface between the officer corps and the enlisted soldier. Third, it is during the company grade years that an officer's style and technique of leadership is developed. Fourth, during this period the young officer must make the transition from "leader" to "commander." And fifth, if the informal contract between the enlisted soldier and the Army is going to work, (and, with volunteer sustainment, it must) the Company Grade Officer who administers this contract must be aware of the expectations and perceptions of his subordinates. The Company Grade Officer is, in effect, the critical, chief negotiator for the informal contract. This monograph focuses on these expectations and perceptions as well as the expectations of Company Grade Officers themselves and the expectations of superiors of Company Grade Officers. The information in this monograph may be used to answer many questions such as the following:

1. What are the most important leadership behaviors for the Company Grade Officer from the point of view of their superiors, their subordinates, and the Company Grade Officers themselves?

2. What do Company Grade Officers perceive as the most important leadership behaviors on the part of their superiors and subordinates?

3. Which leadership behaviors do Company Grade Officers perform or display most frequently, according to themselves, their superiors, and their subordinates?

4. Which leadership behaviors do Company Grade Officers believe their superiors and their subordinates perform or display most frequently?

5. Which leadership behaviors should be performed or displayed most frequently by Company Grade Officers according to themselves, their superiors, and their subordinates?

6. Which leadership behaviors do Company Grade Officers believe should be performed most frequently by their superiors and their subordinates?

7. For which leadership behaviors do superiors, subordinates, and Company Grade Officers themselves see the greatest shortfalls in Company Grade Officer leadership?

8. For which leadership behaviors do Company Grade Officers see the greatest shortfalls in their superiors and in their subordinates?

METHODOLOGY

On the following pages are presented summaries of several aspects of Company Grade Officer leadership.

Figure 1 focuses on the leadership behaviors seen as most important by Company Grade Officers themselves, by superiors of Company Grade Officers and by subordinates of Company Grade Officers. In Figure 1, as in each of the figures to follow, there are five lists of leadership behaviors. Three lists reflect the views of Company Grade Officers. These are: (1) the Company Grade Officer's view of his own leadership in the center; (2) the Company Grade Officer's view of the leadership of his superior in the upper right; and (3) the Company Grade Officer's view of the leadership of his immediate subordinates in the lower right. The other two lists in the figures are: (4) the views of immediate superiors of Company Grade Officers in the upper left; and (5) the views of immediate subordinates of Company Grade Officers in the lower left, with superiors and subordinates both describing the leadership of Company Grade Officers.

Figure 2 focuses on the leadership behaviors which are done or displayed most frequently. As in Figure 1, five lists are presented. This figure is basically a description of perceived leadership behavior. On the left side of Figure 2 are descriptions of Company Grade Officer leadership as perceived by superiors of Company Grade Officers and by subordinates of Company Grade Officers. In the center of the figure is the Company Grade Officer's description of himself and at the right his description of his superior and his subordinate.

Figure 3 focuses on the leadership behaviors which individuals feel should be done most frequently. The five lists in Figure 3 are basically expectations or lists of desired behavior. On the left of the figure are listed the behaviors which superiors and subordinates expect or desire most frequently from Company Grade Officers. In the center are the

Company Grade Officer's expectations of himself and on the right the behaviors which he expects from his superior and the behaviors which he expects from his subordinates.

Figure 4 focuses on potential problem areas or shortfalls. Shortfall has been defined here as the difference between how frequently a behavior is done and how frequently it should be done, weighted by the importance of the behavior. As a mathematical formula, shortfall can be represented as below:

$$\text{shortfall} = \left(\begin{array}{l}\text{Expected or} \\ \text{desired frequency}\end{array} - \begin{array}{l}\text{Actual or per-} \\ \text{ceived frequency}\end{array}\right) \times \text{Importance}$$

The concept of shortfall combines all three of the aspects of leadership presented in Figures 1, 2, and 3. The basic idea of this concept is that if an individual feels that, for example, his superior should <u>always</u> be easy to understand but in fact perceives him as <u>seldom</u> easy to understand, a problem exists. If the individual feels that being easy to understand is not an important behavior, then this problem is probably not very serious. However, if the individual feels that being easy to understand is very important (as did most of the individuals in the study) then the problem is very serious and demands corrective action.

The largest shortfalls in Company Grade Officer leadership behavior as seen by superiors and subordinates are listed on the left of Figure 4. The largest shortfalls in their own leadership behavior as seen by Company Grade Officers themselves are in the center and the largest shortfalls which Company Grade Officers see in their superiors and in their subordinates are listed on the right.

LEADERSHIP BEHAVIORS THAT ARE SEEN TO BE MOST IMPORTANT

Superiors' View of Company Grade Officers

1. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
2. HE SETS HIGH STANDARDS OF PERFORMANCE.
3.5. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
3.5. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
5. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
6. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
7. HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
8.5. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
8.5. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
10. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.

Company Grade Officers' View of Superiors

1. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
2. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
3. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
4. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
5.5. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
5.5. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
7. HE IS APPROACHABLE.
8. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
9. HE IS EASY TO UNDERSTAND.
10. HE SETS HIGH STANDARDS OF PERFORMANCE.

Company Grade Officers' View of Themselves

1. I AM TECHNICALLY COMPETENT TO PERFORM MY DUTIES.
2. I COMMUNICATE EFFECTIVELY WITH MY SUBORDINATES.
3. I AM WILLING TO SUPPORT MY SUBORDINATES.
4. I KNOW MY MEN AND THEIR CAPABILITIES.
5. I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.
6. I LET THE MEMBERS OF MY UNIT KNOW WHAT IS EXPECTED OF THEM.
7. I AM EASY TO UNDERSTAND.
8. I SET HIGH STANDARDS OF PERFORMANCE.
9. I EXPRESS APPRECIATION WHEN A SUBORDINATE DOES A GOOD JOB.
10. I AM APPROACHABLE.

Subordinates' View of Company Grade Officers

1. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
2.5. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
2.5. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
4. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
5.5. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
5.5. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
7. HE IS EASY TO UNDERSTAND.
8.5. HE SETS HIGH STANDARDS OF PERFORMANCE.
8.5. HE IS APPROACHABLE.
10. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.

Company Grade Officers' View of Subordinates

1. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
2. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
3. HE SETS HIGH STANDARDS OF PERFORMANCE.
4. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
5. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
6. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
7. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
8. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
9.5. HE IS EASY TO UNDERSTAND.
9.5. HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.

Figure 1

5-5

LEADERSHIP BEHAVIORS THAT ARE DONE OR DISPLAYED MOST OFTEN

Superiors' View of Company Grade Officers

1. HE IS APPROACHABLE.
2. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
3. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
4. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
5. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
6. HE IS EASY TO UNDERSTAND.
8. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
8. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
8. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
10. HE SEES THAT SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.

Company Grade Officers' View of Superiors

1. HE IS APPROACHABLE.
2. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
3. HE SETS HIGH STANDARDS OF PERFORMANCE.
4. HE ASSIGNS IMMEDIATE SUBORDINATES TO SPECIFIC TASKS.
5. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
6. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
7. HE TAKES APPROPRIATE ACTION ON HIS OWN.
8. HE IS EASY TO UNDERSTAND.
9. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
10. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.

Company Grade Officers' View of Themselves

1. I AM APPROACHABLE.
2. I AM WILLING TO SUPPORT MY SUBORDINATES.
3. I EXPRESS APPRECIATION WHEN A SUBORDINATE DOES A GOOD JOB.
4. I COMMUNICATE EFFECTIVELY WITH MY SUBORDINATES.
5. I AM TECHNICALLY COMPETENT TO PERFORM MY DUTIES.
6. I SET HIGH STANDARDS OF PERFORMANCE.
7. I APPROACH EACH TASK IN A POSITIVE MANNER.
9. I TAKE APPROPRIATE ACTION ON MY OWN.
9. I KNOW MY MEN AND THEIR CAPABILITIES.
9. I KEEP OTHERS INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.

Subordinates' View of Company Grade Officers

1. HE IS APPROACHABLE.
2. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
3. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
4. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
5.5. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
5.5. HE IS EASY TO UNDERSTAND.
7. HE SETS HIGH STANDARDS OF PERFORMANCE.
8. HE ASSIGNS IMMEDIATE SUBORDINATES TO SPECIFIC TASKS
9. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
10. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.

Company Grade Officers' View of Subordinates

1. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
2. HE IS APPROACHABLE.
3. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
4.5. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
4.5. HE SEES THAT SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
6. HE OFFERS NEW APPROACHES TO PROBLEMS.
7. HE IS EASY TO UNDERSTAND.
8. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
9. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
10. HE APPROACHES EACH TASK IN A POSITIVE MANNER.

Figure 2

5-6

LEADERSHIP BEHAVIORS THAT SHOULD BE DONE OR DISPLAYED MOST OFTEN

Superiors' View of Company Grade Officers

1. HE SETS HIGH STANDARDS OF PERFORMANCE.
2. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
3.5. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
3.5. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
5. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
6. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
7.5. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
7.5. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
9. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
10. HE IS EASY TO UNDERSTAND.

Company Grade Officers' View of Superiors

1. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
2. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
3. HE IS EASY TO UNDERSTAND.
4. HE SETS HIGH STANDARDS OF PERFORMANCE.
6. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
6. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
6. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
8. HE IS APPROACHABLE.
9. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
10. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.

Company Grade Officers' View of Themselves

1.5. I COMMUNICATE EFFECTIVELY WITH MY SUBORDINATES.
1.5. I AM TECHNICALLY COMPETENT TO PERFORM MY DUTIES.
3. I AM EASY TO UNDERSTAND.
4. I LET THE MEMBERS OF MY UNIT KNOW WHAT IS EXPECTED OF THEM.
5. I AM APPROACHABLE.
6. I KNOW MY MEN AND THEIR CAPABILITIES.
7. I SET HIGH STANDARDS OF PERFORMANCE.
8. I APPROACH EACH TASK IN A POSITIVE MANNER.
9. I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.
10. I SET THE EXAMPLE FOR MY MEN ON AND OFF DUTY.

Subordinates' View of Company Grade Officers

1.5. HE IS EASY TO UNDERSTAND.
1.5. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
3. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
4. HE SETS HIGH STANDARDS OF PERFORMANCE.
5. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
6.5. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
6.5. HE IS APPROACHABLE.
8.5. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
8.5. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
10. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.

Company Grade Officers' View of Subordinates

1. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
2. HE SETS HIGH STANDARDS OF PERFORMANCE.
3. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
4. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
5. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
6. HE IS EASY TO UNDERSTAND.
7. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
8. HE IS APPROACHABLE.
9. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
10. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.

Figure 3

LEADERSHIP BEHAVIORS HAVING THE HIGHEST SHORTFALL

Superiors' View of Company Grade Officers

1. HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
2. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
3. HE SETS HIGH STANDARDS OF PERFORMANCE.
*4. HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
5. HE CONSTRUCTIVELY CRITICIZES POOR PERFORMANCE.
6. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
7. HE TRAINED AND DEVELOPED HIS SUBORDINATES.
8. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
9. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
10. HE KNOWS HIS MEN AND THEIR CAPABILITIES.

Company Grade Officers' View of Superiors

1. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
2. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
3. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
4. HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
5. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
6. HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR.
7. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
8. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
9. HE CONSTRUCTIVELY CRITICIZES POOR PERFORMANCE.
10. HE IS EASY TO UNDERSTAND.

Company Grade Officers' View of Themselves

1. I SEE TO IT THAT PEOPLE UNDER ME WORK UP TO THEIR CAPABILITIES.
2. I AM EASY TO UNDERSTAND.
*3. I AM SELFISH.
4. I LET THE MEMBERS OF MY UNIT KNOW WHAT IS EXPECTED OF THEM.
5. I KNOW MY MEN AND THEIR CAPABILITIES.
6. I AM TECHNICALLY COMPETENT TO PERFORM MY DUTIES.
7. I COMMUNICATE EFFECTIVELY WITH MY SUBORDINATES.
8. I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.
*9.5. I ESTABLISH AND MAINTAIN A HIGH LEVEL OF DISCIPLINE.
9.5. I SET HIGH STANDARDS OF PERFORMANCE.

Subordinates' View of Company Grade Officers

1. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
2. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
3. HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
4. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
5. HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR.
*6. HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
7. HE TRAINED AND DEVELOPED HIS SUBORDINATES.
8. HE CONSTRUCTIVELY CRITICIZES POOR PERFORMANCE.
9. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
10. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.

Company Grade Officers' View of Subordinates

1. HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
2. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
3. HE SETS HIGH STANDARDS OF PERFORMANCE.
4. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
5. HE CONSTRUCTIVELY CRITICIZES POOR PERFORMANCE.
*6. HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
7. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
8. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
9. HE TRAINED AND DEVELOPED HIS SUBORDINATES.
10. HE APPROACHES EACH TASK IN A POSITIVE MANNER.

*Negative shortfall; i.e., a behavior perceived to be performed more than it should be.

Figure 4

DISCUSSION

The preceding four figures are direct answers to the eight questions listed in the introduction. These answers are based on averages of large groups of individuals in many different jobs throughout the Army and do not fit any one single Company Grade Officer precisely. The questions and the answers, however, should be an adequate guide and starting point for a Company Grade Officer in examining his own leadership or in developing that of his subordinates.

Superior-Subordinate Roles.

In Monographs # 3 and 4 dealing with Junior NCO and Senior NCO leadership, it was noted that there was a marked similarity between the views that subordinates held of NCOs and the views that the NCOs held of their superiors. The same similarity existed between the superior's view of the NCOs and the NCO's view of their subordinates. Within the Company Grade Officer module, this similarity between groups in comparable roles is much less noticeable, although still present to some extent.

This difference may result from the leader-commander distinction mentioned in the introduction. Essentially subordinates of Company Grade Officers looking up at their superior are viewing a "leader," while Company Grade Officers looking at their own superior are viewing a "commander." To the extent that this distinction is perceived by those involved, a difference in expectations would be predictable.

Shortfalls in Company Grade Officer Leadership.

Both Company Grade Officers and their superiors agree that the greatest shortfall in Company Grade Officer leadership is "seeing to it that people under him work up to their capabilities." Even subordinates, who might be expected to be less concerned with such directly task-oriented, see this as the third largest Company Grade Officer shortfall. The shortfall in this particular behavior strongly substantiates that time-proven verity of basic Army leadership which stresses, "Know Your Men." It says, in effect, that the Company Grade Officer should put far more time and effort into knowing in detail the characteristics and capabilities of each subordinate. There is much latent potential there, untapped and unused, perhaps because personnel turbulence or a multitude of other requirements drain away the Company Grade Officer's precious reserves of time.

In the list of ten greatest Company Grade Officer shortfalls as seen by Company Grade Officers themselves, three behaviors are listed which do not appear on either the superiors' or subordinates' lists. These behaviors are "I am easy to understand," "I am selfish," and "I am technically competent to perform my duties." Since neither superiors nor subordinates see these as particularly significant shortfalls, this would indicate that these three areas are probably not as great a source of problems as Company Grade Officers believe them to be.

The superiors' list and the subordinates' list of Company Grade Officer shortfalls each contain only one behavior which is unique. For superiors, this behavior is "he sets the example for his men on and off duty" and for the subordinates the unique shortfall is "he stands up for his subordinates even though it makes him unpopular with his superior." The minimum amount of uniqueness illustrates well that the Company Grade Officer is not subject to the widely divergent expectations on the part of his superiors and subordinates which were found for Senior NCOs (see Monograph # 4, Senior NCO leadership).

Superiors and subordinates of Company Grade Officers agree on only three leadership shortfalls which do not appear on the Company Grade Officers' own list. These shortfalls are, "he trained and developed his subordinates," "he keeps me informed of the true situation, good or bad, under all circumstances," and "he constructively criticizes poor performance." Obviously, these are potential leadership problem areas, especially difficult to solve because they are not seen as significant by the Company Grade Officers. However, with the exception of these three behaviors, it appears that Company Grade Officers are relatively aware of the shortfalls they do have. This would tend to substantiate the finding from the original Leadership for the 1970's study that Company Grade Officer leadership is in comparatively good shape.

ANNEX A
43 LEADERSHIP BEHAVIORS

HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
HE IS EASY TO UNDERSTAND.
HE TRAINED AND DEVELOPED HIS SUBORDINATES.
HE EXPRESSES APPRECIATION WHEN A SUBORDINATE DOES A GOOD JOB.
HE IS WILLING TO MAKE CHANGES IN WAYS OF DOING THINGS.
HE TAKES APPROPRIATE ACTION ON HIS OWN.
HE IS THOUGHFUL AND CONSIDERATE OF OTHERS.
HE OFFERS NEW APPROACHES TO PROBLEMS.
HE COUNSELS HIS SUBORDINATES.
HE SETS HIGH STANDARDS OF PERFORMANCE.
HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
HE APPROACHES EACH TASK IN A POSITIVE MANNER.
HE CONSTRUCTIVELY CRITICIZES POOR PERFORMANCE.
HE ASSIGNS IMMEDIATE SUBORDINATES TO SPECIFIC TASKS.
HE IS WILLING TO SUPPORT HIS SUBORDINATES.
HE KNOWS HIS MEN AND THEIR CAPABILITIES.
HE IS APPROACHABLE.
HE GIVES DETAILED INSTRUCTIONS ON HOW THE JOB SHOULD BE DONE.
HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR
HE LETS SUBORDINATES SHARE IN DECISION MAKING.
HE CRITICIZES A SPECIFIC ACT RATHER THAN AN INDIVIDUAL.
HE SEES THAT SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
HE RESISTS CHANGES IN WAYS OF DOING THINGS.
HE REWARDS INDIVIDUALS FOR A JOB WELL DONE.
HE SEEKS ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.
HE MAKES IT DIFFICULT FOR HIS SUBORDINATES TO USE INITIATIVE.
HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
HE CRITICIZES SUBORDINATES IN FRONT OF OTHERS.
HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
HE IS SELFISH.
HE KEEPS ME INFORMED OF THE TRU SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES
HE TREATS PEOPLE IN AN IMPERSONAL MANNER--LIKE COGS IN A MACHINE.
HE DISTORTS REPORTS TO MAKE HIS UNIT LOOK BETTER.
HE BACKS UP SUBORDINATES IN THEIR ACTIONS.
HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
HE EXPLAINS THE REASON FOR HIS ACTIONS TO HIS SUBORDINATES.
HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
HE DRAWS A DEFINITE LINE BETWEEN HIMSELF AND HIS SUBORDINATES.
HE IS OVERLY AMBITIOUS AT THE EXPENSE OF HIS SUBORDINATES AND HIS UNIT.
HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
HE FAILS TO SHOW AN APPRECIATION FOR PRIORITIES OF WORK.
HE DAMANDS RESULTS ON TIME WITHOUT CONSIDERING THE CAPABILITIES AND WELFARE OF HIS UNIT.
HE HESITATES TO TAKE ACTION IN THE ABSENCE OF INSTRUCTIONS.

MAILING LIST UPDATE

Request all addressees assist us in the attempt to update our mailing list by completing the following questionnaire and returning it to the address indicated.

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